

NOVI ZAMAH

EntreComp NA ZAPADNOM BALKANU



NEW MOMENTUM

OF THE EntreComp IN THE WESTERN BALKANS

ERASMUS+

Izgradnja kapaciteta u VET

Naziv projekta: VETpreneur

Period implementacije: 2023-2025

Naziv dokumenta: Novi zamah
EntreComp na Zapadnom Balkanu

Priredili:

Marko Stojanović (WEBIN)

Nevena Čabrilović (ZZŠ)

Nikola Mićunović (DMCG)

Prilozi:

Dragana Jovanović (WEBIN)

Sabah Kassimi (WEBIN/ Université de
Toulon)

Eksperti učesnici konferencije (videti Listu
regionalnih stručnjaka)

Stručna podrška:

Western Balkans Institute Research &
Development d.o.o. Beograd

Ikona na naslovnoj strani: Freepik.com

Objavljuje: Western Balkans Institute
WEBIN Beograd

Datum objave: 24.05.2023.

Dokument je kreiran u okviru projekta
VETpreneur koji finansira EU u okviru
programa ERASMUS+, Izgradnja
kapaciteta u VET.

Stavovi izneti u ovom dokumentu ne
moraju nužno predstavljati stavove
donatora već predstavljaju stavove
autora.

ERASMUS+

Capacity Building in VET

Project title: VETpreneur

Implementation period: 2023-2025

Document title: New Momentum of the
EntreComp in the Western Balkans

Prepared by:

Marko Stojanović (WEBIN)

Nevena Čabrilović (BES)

Nikola Mićunović (JAM)

Contributors:

Dragana Jovanović (WEBIN)

Sabah Kassimi (WEBIN/ Université de
Toulon)

Conference expert participants (see the List
of regional experts)

Expert support:

Western Balkans Institute Research &
Development d.o.o. Beograd

Cover page icon: Freepik.com

Published by: Western Balkans Institute
WEBIN Beograd

Date of publishing: 24.05.2023.

Document has been created in the
framework of the VETpreneur project
funded by the EU within ERASMUS+
Capacity Building in VET.

Attitudes presented in the Document do
not necessarily reflect the views of the
Donor, but rather the views of the Author(s).

Sadržaj:

Osnovno o konferenciji.....	4
O EntreComp okviru.....	6
EntreComp u Crnoj Gori.....	17
EntreComp u Albaniji.....	35
EntreComp u Bosni i Hercegovini.....	38
O projektnom zadatku.....	41
Komentari i preporuke regionalnih stručnjaka.....	45
Lista regionalnih stručnjaka.....	55
Bibliografija.....	57

Table of Content:

Basics about the conference.....	5
About EntreComp Framework.....	11
EntreComp in Montenegro.....	25
EntreComp in Albania.....	36
EntreComp in Bosnia and Herzegovina.....	39
About project assignment.....	43
Comments and recommendations of regional experts.....	49
List of regional experts.....	56
Bibliography.....	57

Osnovno o konferenciji

Uvodna konferencija o integraciji EntreComp u sisteme VET obrazovanja u Crnoj Gori, Albaniji i Bosni i Hercegovini održana je 28. aprila 2023. godine na Univerzitetu Donja Gorica u Podgorici. Konferencija je organizovana u formi participativnog događaja, sa ciljem da se stručna javnost iz regiona Zapadnog Balkana konsultuje o predstojećem projektnom zadatku u vezi sa integracijom EntreComp okvira, i prikupe njihova mišljenja i preporuke. Smatrali smo da je konferencija dobra prilika da ljude sa praktičnim iskustvima u VET pitamo **kako oni vide i šta misle o našoj postavci procesa** kreiranja seta materijala za nastavnike i instrumenta za prepoznavanje preduzetničkih kompetencija.

Konferencija je bila participativna i kroz rad u grupama učesnici su komentarisali:

- **PROCES** – da li je dobro osmišljen, da li predstavlja najbolji način da se dođe do projektovanih rezultata i da li se može nešto uraditi drugačije i bolje?
- **PROIZVODE** takvog procesa – koliko oni mogu biti relevantni za razvoj preduzetničkih veština iz ugla posmatranja nastavnika i organizatora nastave, kao i iz ugla posmatranja onih koji uče? Šta još ovi proizvodi treba da omoguće nastavnicima i onima koji uče – za razvoj preduzetničke kompetencije?

Prilikom komentaranja i davanja stručnog mišljenja, učesnike smo zamolili da:

- budu **otvoreni i iskreni**, da ovom zadatku pristupe profesionalno kao stručnjaci u ovoj oblasti, ali i kao kolege u istoj misiji unapređivanja VET u svojoj zemlji.
- nam pruže **konstruktivnu povratnu informaciju**, i **sa dobrom namerom prokomentarišu** ono što misle da nije dovoljno relevantno, kao i ono što misle da bi se moglo i trebalo uraditi drugačije i bolje kada je reč o procesu i proizvodima.
- budu **ambiciozni** i da imaju poverenja da zajedno možemo da uradimo velike stvari i kreiramo odlične proizvode!

U konferenciji je učestvovalo preko 80 učesnika, od čega su polovinu činili nastavnici i direktori srednjih stručnih škola i gimnazija. Konferencija je od strane učesnika ocenjena visokom ocenom, kao veoma relevantna i inovativna, a naveli su i da im se najviše dopao

participativan način rada, uključivanje u ovaj regionalni proces putem konferencije i pružena prilika da daju svoje stručno mišljenje i komentar.

Conference basics

The Introduction conference on the integration of EntreComp into VET systems in Montenegro, Albania and Bosnia and Herzegovina was held on April 28, 2023 at the University Donja Gorica in Podgorica. The conference was organized in the form of a participatory event, aiming to consult with the professional public from the Western Balkans region about the upcoming project task related to the integration of the EntreComp framework, and to obtain their opinions and recommendations. We thought that the conference would be a good opportunity to ask people with practical experience in VET **how they see** and **what they think about our setting of the process** of creating a toolkit for teachers and an instrument for recognition of entrepreneurial competencies.

The conference was participative and participants in the group work commented on the following:

- **THE PROCESS** - is it a good idea, is it the best way to achieve the projected results, and can something be done differently and in a better way?
- **THE PRODUCTS** of such a process - how relevant can they be for the development of entrepreneurial skills from the perspective of teachers and course organizers, as well as from the point of view of learners? What else should these products provide for teachers and learners - for the development of entrepreneurial competence?

When commenting and providing an expert opinion, we asked the participants to:

- **be open and honest**, to approach this task professionally as experts in this field, but also as colleagues on the same mission of improving VET in their country.

- **give us constructive feedback**, and **to comment with good intentions** on what they think is not relevant enough, and what they think could and should be done differently and in a better way concerning the process and products.
- **be ambitious**, and have confidence that together we can do great things and create great products!

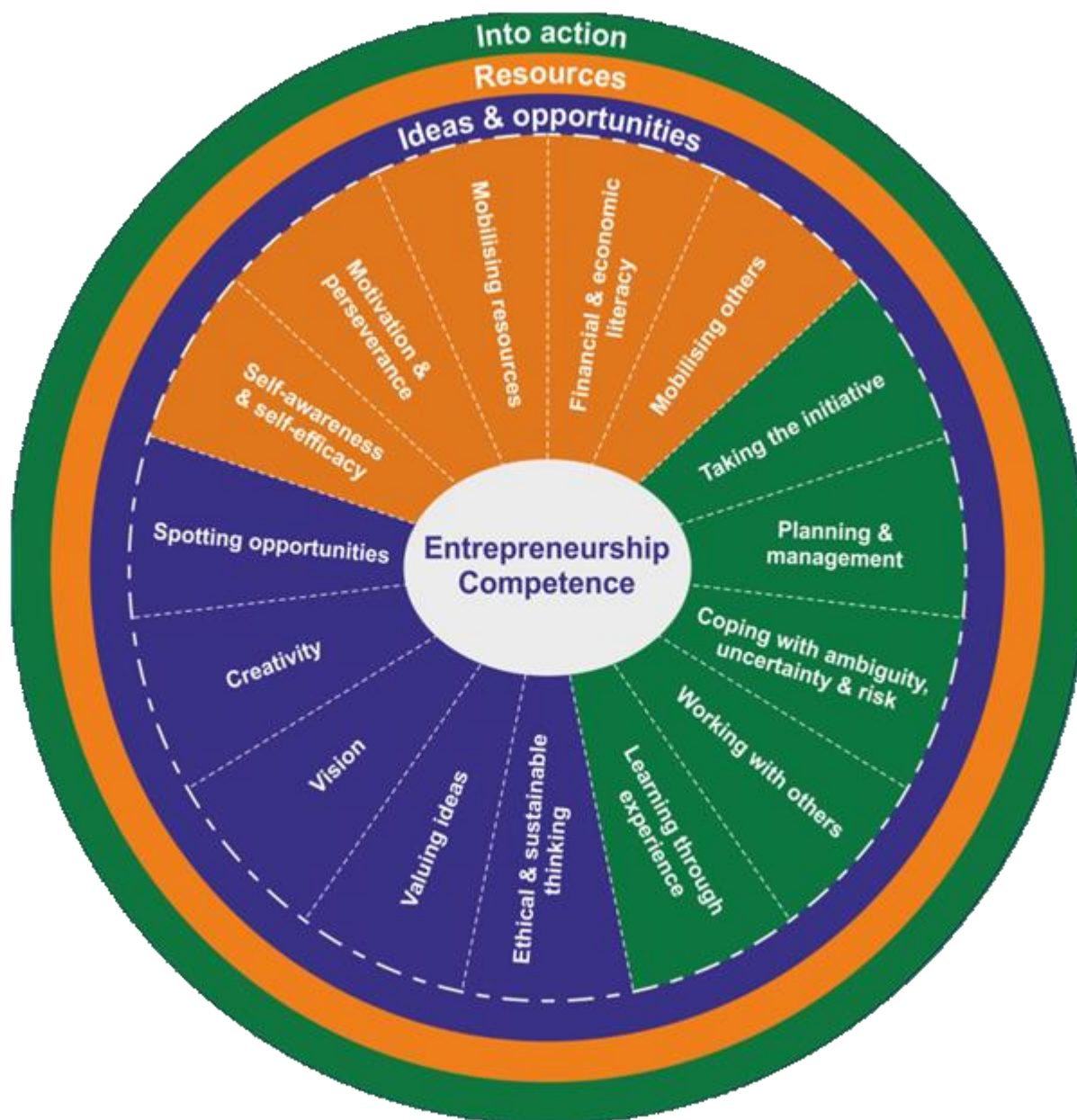
More than 80 participants took part in the conference, half of which were teachers and principals of secondary vocational schools and gymnasiums. The conference was highly rated by the participants as highly relevant and innovative, and they also liked the participative way of working, the involvement in this regional process through the conference, and the opportunity to provide expert opinion and comment.

O EntreComp okviru

Evropska Unija je 2006. godine predložila 8 ključnih kompetencija za celoživotno učenje neophodnih za razvoj društva zasnovanog na znanju, od kojih je jedna bila „osećaj za inicijativu i preduzetništvo“. *Okvir preduzetničkih kompetencija*, poznat takođe kao EntreComp okvir, definiše preduzetništvo kao prenosivu veštinu koja se odnosi na sve sfere života: od negovanja ličnog razvoja, aktivnog učestvovanja u zajednici, pa sve do (ponovnog) ulaska na tržište rada kao zaposlena osoba ili preduzetnik, kao i preduzimanja različitih kulturnih, društvenih i komercijalnih poduhvata (JRC, 2016). EntreComp okvir se zasniva na širokoj definiciji preduzetništva koja zavisi od stvaranja kulturnih, društvenih ili ekonomskih vrednosti. Obuhvata različite vrste preduzetništva uključujući tzv. „intrapreneurship“, socijalno, zeleno i digitalno preduzetništvo.

EntreComp je razvijen kako bi kreirao konsenzus oko zajedničkog razumevanja preduzetničke kompetencije, ali i kako bi povezao svet obrazovanja i rada. On definiše 3

međusobno povezane oblasti kompetencija ("Ideje i mogućnosti", "Resursi" i "U akciji"), 15 kompetencija (5 za svaku oblast kompetencija), uz model napredovanja od 8 nivoa, sa 442 ishoda učenja i ostvarenih nivoa stručnosti. Pomenutih 15 kompetencija zajedno čine gradivne blokove preduzetništva kao veštine (za sve građane). S tim u vezi, EntreComp sugerše da se preduzetništvo kao veština sastoji od 15 gradivnih blokova.



Šema 1: Oblasti i kompetencije EntreComp konceptualnog modela
(Izvor: EntreComp: Okvir preduzetničkih kompetencija, JRC, 2016)

EntreComp je razvijen kako bi se koristio kao osnova za razvoj programa i obrazovnih aktivnosti koje podstiču preduzetništvo kao veštinu, ali i za definisanje parametara za procenu preduzetničkih kompetencija učenika i građana. „EntreComp je kreiran kao zajednički referentni okvir za preduzetništvo kao veštinu kako bi pomogao građanima da razviju svoju sposobnost da aktivno učestvuju u zajednici, upravljaju svojim životima i karijerama i započnu inicijative koje stvaraju novu vrednost“ (Joint Research Centre - JRC, 2016).

EntreComp okvir treba takođe posmatrati kao fleksibilan izvor inspiracije koji se može koristiti ili prilagođavati tako da podrži različite kontekste. Na primer, može se koristiti kao resurs za izmenu nastavnog plana i progama u formalnom obrazovanju i sektoru obuka, zatim kao resurs za kreiranje praktičnih preduzetničkih iskustava u kontekstu neformalnog obrazovanja ili kao resurs za razvoj alata za građane za samoprocenu njihovih preduzetničkih sposobnosti.

Oblasti	Sposobnosti	Saveti	Opis
1. Ideje i mogućnosti	1.1 Uočavanje mogućnosti	Koristite svoju maštu i sposobnost da pepoznate prilike za stvaranje nove vrednosti	<ul style="list-style-type: none"> • Prepoznajte i iskoristite mogućnosti za stvaranje vrednosti istraživanjem društvenog, kulturnog i ekonomskog okruženja • Prepoznajte potrebe i izazove na koje treba odgovoriti • Uspostavite nove veze i povežite razbacane elemente u okruženju kako biste stvorili mogućnosti za novu vrednost
	1.2 Kreativnost	Razvijte kreativne i svrsishodne ideje	<ul style="list-style-type: none"> • Razvijte nekoliko ideja i mogućnosti za stvaranje vrednosti uključujući bolja rešenja za postojeće i nove izazove • Istražujte i eksperimentišite sa inovativnim pristupima • Kombinujte znanje i resurse kako biste postigli vredne efekte
	1.3 Vizija	Radite na svojoj viziji budućnosti	<ul style="list-style-type: none"> • Zamišljajte budućnost • Razvijte viziju za pretvaranje ideja u akciju • Vizualizujte buduće scenarije kako biste pomogli u usmeravanju napora i delovanja
	1.4 Vrednovanje ideja	Iskoristite što više ideja i mogućnosti	<ul style="list-style-type: none"> • Procenite šta je vrednost u društvenom, kulturnom i ekonomskom smislu. • Prepoznajte potencijal koji ideja ima za stvaranje vednosti i prepoznajte najprikladnije načine kojima ćete je maksimalno iskoristiti

2. Resursi	1.5 Etičko i održivo razmišljanje	Procenite posledice i uticaj ideja, mogućnosti i akcija	<ul style="list-style-type: none"> • Proceniti posledice ideja koje donose vrednost i efekat preduzetničke akcije na ciljnu zajednicu, tržište, društvo i životnu sredinu • Razmišljajte o tome koliko su održivi dugoročni društveni, kulturni i ekonomski ciljevi, kao i o odabranom pravcu delovanja • Ponašajte se odgovorno
	2.1 Samosvest i samoeфикаsnost	Verujte u sebe i nastavite da se usavršavate	<ul style="list-style-type: none"> • Razmišljajte o svojim potrebama, težnjama i željama u kraćem, srednjem i dugoročnom periodu • Prepoznajte i procenite svoje individualne i grupne snage i slabosti • Verujte u svoju sposobnost da utičete na tok događaja, uprkos neizvesnostima, zastojsima i privremenim neuspesima
	2.2 Motivacija i istrajnost	Ostanite fokusirani i ne odustajte	<ul style="list-style-type: none"> • Budite odlučni da pretvorite ideje u akciju i zadovoljite svoju potrebu za ostvarivanjem • Spremite se da budete strpljivi i da nastavite da ostvarujete svoje dugoročne ili grupne ciljeve • Budite otporni na pritisak, nevolje i privremen neuspeh
	2.3 Mobilisanje resursa	Prikupite i upravljajte resursima koji su vam potrebni	<ul style="list-style-type: none"> • Nabavite i upravljajte materijalnim, nematerijalnim i digitalnim resursima potrebnim za pretvaranje ideja u akciju • Maksimalno iskoristite ograničene resurse • Steknite i upravljajte veštinama potrebnim u svakoj fazi, uključujući tehničke, pravne, poreske i digitalne sposobnosti
	2.4 Finansijska i ekonomska pismenost	Razvijte finansijsko i ekonomsko znanje	<ul style="list-style-type: none"> • Procenite cenu pretvaranja ideje u aktivnost stvaranja vrednosti • Planirajte, postavite i procenite finansijske odluke tokom vremena • Upravljajte finansijama kako biste bili sigurni da aktivnost stvaranja vrednosti može trajati dugoročno
	2.5. Mobilizacija ostalih	Inspirišite i privucite i ostale	<ul style="list-style-type: none"> • Inspirišite relevantne zainteresovane strane • Obezbedite podršku potrebnu za postizanje vrednih rezultata • Prikažite efikasnu komunikaciju, ubeđivanje, pregovaranje i vođstvo
3. U akciji	3.1 Preuzimanje inicijative	Samo napred	<ul style="list-style-type: none"> • Inicirajte procese koji stvaraju vrednost • Prihvatajte izazove • Delujte i radite nezavisno kako biste postigli ciljeve, držite se namera i izvršavajte planirane zadatke
	3.2 Planiranje i upravljanje	Odredite prioritete, organizujte se i pratite ih	<ul style="list-style-type: none"> • Postavite dugoročne, srednjoročne i kratkoročne ciljeve • Definišite prioritete i akcione planove • Prilagodite se nepredviđenim izazovima
	3.3 Suočavanje sa neizvesnošću,	Donosite odluke noseći se sa neizvesnošću,	<ul style="list-style-type: none"> • Donosite odluke kada je rezultat te odluke neizvestan, kada su informacije dostupne ili delimične ili kada postoji rizik od neželjenih ishoda

	dvosmislenošću i rizikom	dvosmislenošću i rizikom	<ul style="list-style-type: none"> • U okviru procesa stvaranja vrednosti , od rane faze uključite strukturane načine testiranja ideja i prototipa kako biste smanjili rizik od neuspeha • Brzo i fleksibilno rešavajte nadolazeće situacije
	3.4 Rad sa drugima	Okupite tim, sarađujte i umrežite se	<ul style="list-style-type: none"> • Radite zajedno i sarađujte sa drugima • Razvijte ideje i pretvorite ih u akciju • Umrežite se • Rešavajte sukobe i kada je neophodno na pozitivan način se suočite sa konkurencijom
	3.5. Učenje kroz iskustvo	Učite radeći	<ul style="list-style-type: none"> • Bilo koju inicijativu za stvaranje vrednosti koristite kao mogućnost za učenje • Učite sa drugima uključujući vršnjake i mentore • Osvrnite se i učite iz uspeha i neuspeha (sopstvenih i tuđih)

Tabela 2: Konceptualni model

(Izvor: EntreComp: Okvir preduzetničkih kompetencija, JRC, 2016)

EntreComp model progresije preduzetničkog obrazovanja pokazuje nivo ovladavanja preduzetničkim kompetencijama. Progresija je usmerena na 2 aspekta:

- Razvijanje sve veće autonomije i odgovornosti u delovanju na osnovu ideja i mogućnosti za stvaranje nove vrednosti
- Razvijanje kapaciteta za izgradnju vrednosti od jednostavnih i predvidljivih konteksta do složenih, promenljivih okruženja

Model progresije sastoji se od 4 glavna nivoa: osnovni, srednji, napredni i ekspertski, a svaki nivo ima još 2 podnivoa. Osnovni nivo označava nivo vladanja kompetencijama na osnovu kojeg se uz spoljašnju podršku stvara preduzetnička vrednost. Srednji nivo je nivo na kojem se preduzetnička vrednost stvara uz spoljašnju podršku, ali sa većim ličnim doprinosom i većom autonomijom. Onda kada se razvije umeće da se ideja pretoči u akciju, možemo reći da smo dosegli napredni nivo. Na naprednom nivou ovladavanja preduzetničkom kompetencijom, nova vrednost koju smo kreirali je osetna vrednost.

Kreiranje preduzetničke vrednosti i preduzetničkog obrazovanja može se odvijati u bilo kojoj sferi života, ne odnosi se ni na jedno specifično okruženje, već je prenosivo na kontekst formalnog, neformalnog i informalnog obrazovanja.

About EntreComp Framework

In 2006 the European Union proposed 8 key competences for lifelong learning necessary for a knowledge-based society, one of which was a "sense of initiative and entrepreneurship". The *Entrepreneurship Competence Framework*, also known as EntreComp framework defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures including cultural, social or commercial ones (JRC, 2016). It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It encompasses different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship.

The EntreComp was developed to build consensus around a common understanding of entrepreneurship competence, but also to establish a bridge between the fields of education and work. It defines 3 interrelated and interconnected competence areas ("Ideas and opportunities", "Resources" and "Into action"), 15 competences (5 for each area) along an 8-level progression model, 442 learning outcomes and proficiency levels. 15 competences together make up the building blocks of the entrepreneurship as a competence (for all citizens). Thus, the EntreComp implies that entrepreneurship as a competence is made up of 15 building blocks.



Figure 3: Areas and competences of the EntreComp conceptual model
 (Source: EntreComp: The Entrepreneurship Competence Framework, JRC, 2016)

Such a framework was developed to be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence, but also for the definition of parameters to assess learners' and citizens' entrepreneurial competences.

“The EntreComp was created as a common reference framework for entrepreneurship as a competence to help citizens develop their ability to actively participate in society, manage their own lives and careers and start value-creating initiatives” (Joint Research Centre - JRC, 2016).

The EntreComp framework should also be seen as a flexible source of inspiration, to be used or adapted to support different contexts. For instance, it could be used as a resource for the reform of curricula in the formal education and training sector, or as a resource for designing practical entrepreneurial experiences in non-formal learning contexts, or as a resource for the development of tools for citizens to self-assess their entrepreneurial proficiency.

Areas	Competences	Hints	Descriptors
1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Think about what value is in social, cultural and economic terms Recognise the potential that an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effects of entrepreneurial action on the target community, the market, society and the environment Reflect on the extent to which long-term social, cultural and economic goals are sustainable, and the course of action chosen Act responsibly
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep growing	<ul style="list-style-type: none"> Reflect on your needs, aspirations and wants in the short, medium and long run Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation and perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure
	2.3 Mobilizing resources	Gather and manage the resources you need	<ul style="list-style-type: none"> Obtain and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources Acquire and manage the competences needed at any stage, including technical, legal, tax and digital competences

	2.4 Financial and economic literacy	Develop the financial and economic know-how	<ul style="list-style-type: none"> • Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure your value-creating activity can last in the long run
	2.5. Mobilizing others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> • Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership
3. Into action	3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> • Initiate processes that create value • Take up challenges • Act and work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning and management	Prioritize, organize and follow up	<ul style="list-style-type: none"> • Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> • Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> • Work together and co-operate with others to develop ideas and turn them into action • Network • Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	<ul style="list-style-type: none"> • Use any initiative for value creation as a learning opportunity • Learn with others, including peers and mentors • Reflect and learn from both success and failure (your own and other people's)

Table 4: Conceptual model

(Source: EntreComp: Framework of Entrepreneurial competences, JRC 2016)

The EntreComp progression model of entrepreneurial learning shows the level of mastery of entrepreneurship competences. The progression focuses on 2 aspects:

- Developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value;
- Developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.

The progression model consists of 4 main levels: Basic, Intermediate, Advanced and Expert, whereby each level is further divided into two sub-levels. The Basic (level is the competence-mastery level on the basis of which the entrepreneurial value is created with external support. The Intermediate level indicates that the entrepreneurial value is created with increasing autonomy. Once responsibility to transform ideas into action is developed, our entrepreneurship competence has reached the Advanced level. At the Expert level of entrepreneurship competence mastery, the new value we create has a sound impact.

Entrepreneurial value creation and entrepreneurial learning can take place in any sphere of life, it does not refer to any specific setting, but it is transversal to formal, non-formal and informal learning contexts.

EntreComp u Crnoj Gori

Crnogorski obrazovni sistem je prepoznao zahtjeve cjeloživotnog učenja kroz jačanje ključnih kompetencija prilagođavajući svoj obrazovni sistem evropskom. Ključne kompetencije ušle su u najznačajnija strateška dokumenta, zakone, obrazovne i studijske programe. Osnovu za prilagođavanje i usklađivanje predstavljao je Evropski okvir ključnih kompetencija (Council Recommendation, 2018) u kojem je definisano osam ključnih kompetencija za cjeloživotno učenje.

Razvijanje transferzalnih ključnih kompetencija realizovano je kroz međupredmetne teme/ključne kompetencije na svim nivoima obrazovanja, dok su se jezičke kompetencije i STEM ostvarivale u sklopu predmetnih programa. Integrisanje ključnih kompetencija u okviru stručnog obrazovanja postignuto je reformom kurikuluma zasnovanog na profesionalnim standardima i standardima kvalifikacija (2016).

Modernizacija crnogorskog obrazovnog sistema u cilju ispunjavanja potreba za cjeloživotnim učenjem, odnosno sticanjem stručnih znanja i prenosivih vještina neophodnih za tržište rada, dovela je do potrebe za uvođenjem opšteg, integrativnog pristupa koji bi povezao postojeće fragmentisane napore usmjerene na razvoj ključnih kompetencija. U tom smislu kroz projekat „Integracija ključnih kompetencija u obrazovni sistem Crne Gore“ u saradnji s Evropskom unijom 2019. godine (PA 2 program) izrađen je Crnogorski okvir ključnih kompetencija koji na bazi EU referentnog okvira identifikuje osam ključnih kompetencija relevantnih za obrazovni sistem Crne Gore utvrđujući za svaku ključnu kompetenciju ishode na pet tipičnih obrazovnih nivoa (predškolsko obrazovanje, razredna nastava u osnovnoj školi – ISCED 1, predmetna nastava u osnovnoj školi – ISCED 2, srednja škola – ISCED 3, te visoko obrazovanje).

Kompetencija *smisao za inicijativu i preduzetništvo* je jedna od njih i odnosi se na sposobnost pojedinca da ideje pretvori u djelo; uključuje kreativnost, inovativnost, preuzimanje rizika, kao i planiranje i upravljanje projektima kako bi se ispunili ciljevi.

Kontinuirani profesionalni razvoj nastavnika je uključen u sva obrazovna strateška dokumenta i odvija se na jedan veoma organizovan i dobro osmišljen način. U prethodnom periodu nastavnici su prolazili značajan broj programa obuka koje se odnose

na integrisanje međupredmetnih tema/ključnih kompetencija u kurikulum. Veliku podršku obuci nastavnika predstavljali su vodiči za implementaciju preduzetničkog učenja koji su razvijeni za sve nivoe obrazovanja. Eksterno utvrđivanje kvaliteta rada u obrazovno-vaspitnim ustanovama sastavni je dio podrške koju obrazovni sistem pruža obrazovnim institucijama u nastavnom procesu, a samim tim u integraciji ključnih kompetencija.

Preduzetničko učenje

Preduzetništvo i preduzetnici su važni izvori inovacija, privrednog rasta i zapošljavanja. Preduzetništvo utiče na povećanje produktivnosti, povećanje prilagodljivosti i osigurava da se mogućnosti u potpunosti realizuju. Preduzetništvo se može i mora naučiti kako bi se omogućilo društvu da ima koristi od punog potencijala svojih građana. Ono pruža opipljiv doprinos razvoju znanja, vještina i stavova značajnih za zapošljavanje, aktivno građanstvo i kreiranje novih radnih mjesta.

U cilju obezbjeđivanja integrativnog pristupa za implementaciju ključnih kompetencija razvijene su međupredmetne teme koje su obavezne za sve učenike i svi nastavnici su u obavezi da ih implementiraju kroz svoje nastavne predmete. Integrisanje preduzetničkog učenja u obrazovni sistem Crne Gore sprovodi se u skladu sa međunarodnim strateškim dokumentima u ovoj oblasti, nacionalnim obrazovnim zakonodavstvom i Strategijom za cjeloživotno preduzetničko učenje kroz međupredmetnu temu Preduzetničko učenje.

U nacionalnoj Strategiji cjeloživotnog preduzetničkog učenja za period 2015-2019. godine navodi se da djeca, učenici i studenti treba da dobiju mogućnost da razviju preduzetničku kompetenciju na svim nivoima obrazovanja. Takođe se kaže da je preduzetničko učenje neophodno uvesti kao ključnu kompetenciju na svim nivoima obrazovanja i da je neophodno obezbijediti da svi učenici stiču i unapređuju preduzetničke vještine. Strategija cjeloživotnog preduzetničkog učenja za period 2020-2024 dalje proširuje i unapređuje ovu oblast na svim nivoima obrazovanja.

Preduzetničko učenje nije moguće posmatrati kao posebnu oblast učenja ili kao poseban program. Integrativni pristup u obrazovanju jedna je od najvažnijih pretpostavki u ostvarivanju preduzetničkog učenja. Zasnovano je na razvoju kreativnosti i spremnosti djece da uspješno komuniciraju u zajednici sa vršnjacima i odraslima, da postepeno

uočavaju prilike u kojima svoje ideje mogu primijeniti u različitim situacijama, te da se postepeno osamostaljuju i u skladu sa tim i djeluju.

Obezbeđivanju zajedničkog konceptualnog pristupa i podsticanju razvoja preduzetničke kompetencije na svim nivoima obrazovanja značajno je doprinio dokument zajedničkog istraživačkog centara Evropske komisije, EntreComp: Okvir kompetencija za preduzetništvo posebno u dijelu unapređenja programa obuke nastavnika i ishoda preduzetničkog učenja.

Kurikulum

Ključne kompetencije su po prirodi generičke i transverzalne – temelje se na ciljevima koji se ugrađuju u sve predmete i obavezuju sve nastavnike na njihovo ostvarivanje. Ishode međupredmetnih tema/ključnih kompetencija je neophodno pažljivo planirati kako bi se postiglo napredovanje učenika. Osnovni preduslov za njihovu uspješnu implementaciju u obrazovno-vaspitnim ustanovama podrazumijeva uključivanje razvijenih ishoda u kompletan školski kurikulum. Treba omogućiti da se međupredmetne teme/ključne kompetencije uključe u svim ključnim oblastima učenja, kroz različite nastavne predmete ili grupe predmeta (obavezni i izborni predmeti), kroz obavezne izborne sadržaje i vannastavne aktivnosti (izleti, ekskurzije, škole u prirodi, školski projekti), usavršavanjem nastavnika i slično (Zoran, L., Nevena, Č., Danijela, Đ.,2015). Međupredmetne teme/ključne kompetencije planiraju se u godišnjem planu rada ustanove, godišnjem planiranju nastavnika, kao i pri izradi scenarija/neposrednih priprema za nastavne i vannastavne aktivnosti.

Osnovno obrazovanje i vaspitanje

Ključna kompetencija *smisao za inicijativu i preduzetništvo u osnovnom obrazovanju i vaspitanju* razvija se interdisciplinarno kroz međupredmetnu temu Preduzetničko učenje, izborni predmet Preduzetništvo i kroz vannastavne aktivnosti. Na nivou osnovnog obrazovanja *Međupredmetna tema Preduzetničko učenje* usmjerena je na razvoj individualnih kvaliteta učenika – kreativnost, preuzimanje inicijative i samostalnost koji doprinose razvijanju preduzetničkog stava. Učenici se podstiču da koriste svoju kreativnost i da istražuju i eksperimentišu. U ovoj fazi učenici treba da razvijaju samostalnost i proaktivnost, kao i da steknu prva znanja i kontakt sa svijetom rada.

Aktivnosti koje podstiču aktivno učenje na ovom uzrastu jesu rad na projektima, učenje kroz igru, prezentacije jednostavnih studija slučaja i posjete lokalnim preduzećima i ustanovama. Ishodi koji se odnose na znanja o mogućnostima za profesionalnu orijentaciju i poznavanje poslovnog okruženja omogućavaju učenicima da steknu okvirnu sliku o preduzetništvu i pronađu svoje buduće mjesto na tržištu rada uz određena predznanja o prednostima i preprekama koje ih očekuju. Na nivou osnovne škole, svi ishodi su prilagođeni uzrastu i predznanju učenika, i uvode se na način da učenici o njima uče primjenom opštih koncepata na njima poznato okruženje. Sadržaji ove međupredmetne teme usklađeni su sa postojećim planom i programom za osnovnu školu. *Preduzetništvo - izborni predmet* za VII ili VIII ili IX razred osnovne škole - priprema učenika za svijet rada i samostalnu preduzetničku djelatnost, kao i razvijanje preduzetničke kulture, svijesti o samozapošljavanju i usvajanje određenih opštih, tehničkih, ekonomskih i finansijskih znanja (opšta, tehnička, ekonomska i finansijska pismenost). Kroz praktične aktivnosti učenici razvijaju pojedine preduzetničke vještine, npr. izrada budžeta, CV-ja, plana, projekta, načina prezentovanja, vođenja i slično, kao i razvoj opštih preduzetničkih vještina i sposobnosti. Osnovni cilj Predmetnog programa Preduzetništvo jeste da se kroz tri područja djelovanja, *ideje i mogućnosti, resursi i djelovanje*, učenici osposobe da prilike i ideje pretvore u djela, uz pokretanje neophodnih resursa. Ovi resursi mogu biti lični (svjesnost, efikasnost, motivacija i istrajnost), materijalni (proizvodna i finansijska sredstva) ili nematerijalni (na primjer, specifična znanja, vještine i stavovi).

Vannastavne aktivnosti se obično odnose na *preduzetničke klubove* u kojima učenici rade tokom godine, a onda nekoliko puta godišnje organizuju sajmove preduzetništva na nivou škole ili se prijavljuju za učešće na lokalnim i nacionalnim sajmovima. Od školske 2014/15. godine preduzetničkim učenjem su obuhvaćeni svi učenici osnovnih škola.

Srednje opšte obrazovanje

Preduzetničko učenje u srednjem opštem obrazovanju sprovodi se kroskurikularno po programu: Međupredmetna oblast preduzetničko učenje u predmetnim programima za opšte srednje obrazovanje koji je usvojen od strane Nacionalnog savjeta za obrazovanje. Od školske 2015/16 u svim gimnazijama preduzetničko učenje se implementira kao međupredmetna oblast, tako da su svi učenici u gimnazijama u svim razredima

obuhvaćeni preduzetničkim obrazovanjem. U srednjim stručnim školama ovaj program se primjenjuje za opšteobrazovnu grupu predmeta.

U gimnazijama se implementira i izborni predmet Preduzetništvo za I ili II razred gimnazije. Preduzetništvo je jednogodišnji izborni predmet koji se izučava sa jednim časom nedeljno u prvom ili drugom razredu opšte gimnazije. Nastava preduzetništva kod učenika razvija preduzetnički duh, preduzetnički način razmišljanja, samostalnost, samopouzdanje, liderstvo, kreativnost, sposobnost rješavanja problema, inicijativnost, timski rad, odgovornost i komunikacione vještine.

Izučavanje ovog predmeta obezbjeđuje osnovno poslovno znanje i vještine za razvoj preduzetničkih osobina i sposobnosti učenika, korišćenjem informacione i komunikacione tehnologije. Usvajanje znanja iz preduzetništva omogućava učenicima razvijanje i unaprijeđivanje značajnih vještina koje im omogućavaju da razviju ideju, prepoznaju mogućnosti, istražuju resurse, ali i oprobaju se u preduzetničkom menadžmentu.

U gimnazijama se izučava i izborni predmet Poslovna informatika (za III ili IV razred srednjih škola) čiji je cilj da učenici ovladaju upotrebom računara u poslovnom okruženju. Učenici gimnazije imaju mogućnost da odaberu i Predmetni program Privredna i finansijska matematika koji se realizuje sa jednim časom nedjeljno u III ili IV razredu, u zavisnosti od opredjeljenja učenika, odnosno od plana škole o realizaciji izborne nastave. Pored izbornog predmeta Preduzetničko učenje se u gimnazijama realizuje kroz: Rad preduzetničkih klubova i sprovođenje radionica, tribina i okruglih stolova iz oblasti preduzetništva. Integrisanje ključnih kompetencija u okviru stručnog obrazovanja postignuto je reformom kurikuluma zasnovanog na profesionalnim standardima i standardima kvalifikacija, kroz Metodologiju za razvoj profesionalnih standarda i standarda za kvalifikaciju i Smjernice za kvalifikacije (2016), te Metodologiju izrade obrazovnih programa sa uputstvima (2017). U svim gimnazijama i mješovitim srednjim stručnim školama određeni su koordinatori na nivou škole.

Kontinuirani profesionalni razvoj nastavnika

Primjena reformskih rješenja i novih obrazovnih programa u Crnoj Gori, počev od 2004. godine, podrazumijevala je i proces intenzivne obuke nastavnika osnovnih i srednjih škola. Cilj je bio da nastavnici unaprijede svoja znanja (teorijska i metodološka) i vještine u

praksi, da razumiju očekivanja od nove uloge nastavnika, ali i svoje nove pozicije u obrazovanju uopšte i u nastavnom procesu.

Implementacija preduzetničkog učenja kao međupredmetne oblasti izvodi se na specifičan, i umnogome različit način od one kod obaveznih nastavnih predmeta. U tom smislu urađen je program obuke kojim se nastavnici osposobljavaju da integrišu učenje za preduzetništvo u redovne nastavne aktivnosti. Program obuke je prošlo 2700 nastavnika što čini više od 50% zaposlenih u osnovnim školama. Jednodnevne seminare su prošli i svi direktori osnovnih škola, kao i školske uprave.

Tokom 2015. Zavod za školstvo je realizovao program obuke za koordinateure za preduzetničko učenje u svim osnovnim školama u cilju unapređivanja sprovedena aktivnosti na nivou škole. Tokom 2015. godine realizovana je obuka nastavnika u svim gimnazijama, dok su 2016. obuhvaćeni nastavnici opšteobrazovne grupe predmeta u srednjim stručnim školama. Kroz projekt Integracija ključnih kompetencija u obrazovni sistem Crne Gore ključne kompetencije su ušle u sve osnovne i srednje škole u Crnoj Gori, obučeno je 1.870 nastavnika (što čini približno 24% ukupne populacije nastavnika u osnovnim i srednjim školama u Crnoj Gori) i 300 predstavnika školskih upravljačkih timova. Više od 300 primjera godišnjih planova rada škola i 500 primjera scenarija za nastavu objavljeno je na platformi <https://www.ikces.me/>.

U Zavodu za školstvo realizovani su seminari za vaspitače svih predškolskih ustanova pod nazivom Preduzetničko učenje – Međupredmetna oblast u planu i programu.

U cilju pružanja podrške nastavnicima za integrisanje međupredmetnih tema/ključnih kompetencija urađeni su vodiči Metodološko uputstvo za realizaciju međupredmetne oblasti preduzetničko učenje koje daje jasne instrukcije sa konkretnim primjerima i preveden je EntreComp: Okvir kompetencija za preduzetništvo koji je nastavnicima dijeljen tokom obuke i objavljen na sajtu Zavoda za školstvo. Publikacija Ključne kompetencije - Vodič za nastavnike osnovnih i srednjih škola sa smjericama za formativno ocjenjivanje urađena je kroz projekat Integracija ključnih kompetencija u obrazovni sistem Crne Gore i služi kao podrška nastavnicima osnovnih i srednjih škola da unaprijede obrazovanje i vaspitanje učenika kroz integraciju ključnih kompetencija u nastavu i učenje.

Utvrđivanje kvaliteta

Stalno praćenje i evaluacija vaspitno-obrazovnog rada u ustanovama sprovodi se u cilju unapređenja kvaliteta obrazovanja. Može biti eksterno i obavljaju ga nadzornici Zavoda za školstvo i Centra za stručno obrazovanje, i interno koje sprovodi sama vaspitno-obrazovna ustanova (samoevaluacija). Eksterno obezbjeđivanje i unapređivanje kvaliteta obrazovno-vaspitnog rada definisano je odredbama Opšteg zakona o obrazovanju i vaspitanju, Pravilnikom o sadržaju oblicima i načinu utvrđivanja kvaliteta obrazovno-vaspitnog rada u ustanovama i Metodologijom za obezbjeđivanje i unapređivanje kvaliteta obrazovno-vaspitnog rada u predškolskoj ustanovi, školi, obrazovnom centru, resursnom centru, kod organizatora za obrazovanje odraslih i u domu učenika. U skladu sa Metodologijom za obezbjeđivanje i unapređivanje kvaliteta obrazovno-vaspitnog rada, eksterno utvrđivanje kvaliteta rada umjesto orijentacije ka utvrđivanju rada pojedinačnog nastavnika, procjena kvaliteta vrši se na nivou vaspitno-obrazovne ustanove i to u svim segmentima njenog rada. Sistem vrednovanja koji podrazumijeva eksternu evaluaciju, doprinosi poboljšanju kvaliteta rada škole jer uključuje procjenu svih segmenata života i rada škole koji utiču na učenje i ishode učenja.

Utvrđivanje kvaliteta rada sprovodi se u okviru pet definisanih ključnih oblasti kvaliteta (nastava i učenje, upravljanje i rukovođenje ustanovom, etos ustanove, postignuća učenika i podrška učenicima) u skladu sa donijetim standardima. Za opisivanje standarda koriste se indikatori koji predstavljaju definicije pomoću kojih se mjeri ostvarenost standarda. Za ostvarivanje ishoda učenja za ključnu oblast nastava i učenje koji se odnose na provjeru ishoda učenja uvedeni su sledeći standardi i indikatori:

Standard A 1. 1: Planiranje je u skladu sa zahtjevima kurikuluma i standard

- A.1.1.2. Nastavnik planira međupredmetne teme i otvoreni dio predmetnog programa/modula

Standard A 1.2: Nastava je prilagođena razvojnim karakteristikama, potrebama i mogućnostima učenika i usmjerena je na ostvarivanje ishoda učenja za ključnu oblast nastava i učenje. Definisani su indikatorima:

- A.1.2.11. Ustanova usmjerava aktivnosti na razvoj ključnih kompetencija

Kroz Projekat „Integracija ključnih kompetencija u obrazovni sistem Crne Gore“, na bazi “Okvira za integraciju ključnih kompetencija” urađen je Vodič za osiguranje kvaliteta, samoevaluaciju i unapređenje vaspitno-obrazovnih ustanova. Vodič ima za cilj da obezbjedi ne samo poboljšanje u kvalitetu nastave koja integriše ključne kompetencije, što je i najvažniji dio projekta u okviru kog je izrađen, već i da utiče na cjelokupnu nastavu i učenje i rezultira boljim postignućima učenika. U Vodiču su opisani Indikatori za praćenje integrisanosti ključnih kompetencija u kurikulum koje će služiti nadzornicima i savjetnicima za osiguranje kvaliteta da prate razvoj ključnih kompetencija.

Kao što je prethodno opisano, ocjenjivanje ostvarenosti ciljeva obrazovanja i predmetnih ishoda sprovodi se kroz interno (školsko) i eksterno ocjenjivanje postignuća učenika. Cilj nacionalnog ispitivanja koje se realizuje od strane Ispitnog centra Crne Gore je prvenstveno da se provjeri ostvarenost ishoda propisanih nacionalnim planom i programom. Za međupredmetne teme i razvoj ključnih kompetencija, međutim, nigdje nije eksplicitno predviđen način provjere postignuća učenika.

Zaključak

Preduzetničko učenje smatra se ključnom kompetencijom za razvoj kreativnosti, samostalnosti i inovativnosti kod učenika na svim nivoima obrazovanja, što omogućava njihov uspjeh u poslovnom svijetu i doprinosi ekonomskom rastu društva. Integrativni pristup obrazovanju je neophodan za ostvarivanje preduzetničkog učenja, a međunarodni strateški dokumenti, nacionalno obrazovno zakonodavstvo i strategije cjeloživotnog preduzetničkog učenja, kao i dokument EntreComp, značajno doprinose ovom procesu. Preduzetničko učenje je generička i transverzalna kompetencija, što znači da se zasniva na ciljevima koji se ugrađuju u sve predmete i obavezuju sve nastavnike za njihovo ostvarivanje. Ishodi međupredmetne teme Preduzetničko učenje neophodni **su** za uspješnu implementaciju u obrazovno-vaspitnim ustanovama, što zahtijeva uključivanje razvijenih ishoda u kompletan školski kurikulum. Primjena međupredmetnih tema podrazumijevala je obuku nastavnika osnovnih i srednjih škola kako bi unaprijedili svoja znanja i vještine, te razumjeli očekivanja od nove uloge nastavnika u procesu razvijanja ključne kompetencije preduzetničko učenje, što je rezultiralo programima obuke za više od 50% zaposlenih u osnovnim školama, 25% vaspitača u predškolskim ustanovama, seminara za direktore škola i školske uprave, kao i obukom za koordinateure za

preduzetničko učenje u svim osnovnim školama, gimnazijama i srednjim stručnim školama. Stalno praćenje i evaluacija vaspitno-obrazovnog rada u ustanovama neophodno je sprovodi u cilju unapređenja kvaliteta implementacije preduzetničkog učenja.

EntreComp in Montenegro

The Montenegrin education system has recognised the requirements of lifelong learning through the strengthening of key competencies by adapting its education system to the European one. Key competencies have been introduced to the most important strategic documents, laws, educational and study programmes. The basis for adaptation and harmonisation was the European framework of key competences, which defined eight key competences for lifelong learning.

The development of transferable key competences was realised through cross-curricular topics/key competences at all levels of education, while language competences and STEM were realised as part of subject programmes. The integration of key competencies within professional education was achieved by reforming the curriculum based on professional and qualification standards (2016).

The modernisation of the Montenegrin education system in order to meet the needs for lifelong learning, i.e. the acquisition of professional knowledge and transferable skills necessary for the labour market, required introduction of a general, integrative approach that would connect the existing fragmented efforts aimed at the development of key competencies. In this sense, through the project "Integration of key competencies into the educational system of Montenegro" " in cooperation with the European Union in 2019 (PA 2 programme), the Montenegrin Framework of Key Competencies was developed, which, based on the EU reference framework, identifies

eight key competencies relevant to the educational system of Montenegro, determining for each key competence the outcomes at five typical educational levels (preschool education, class teaching in primary school - ISCED 1, subject teaching in primary school - ISCED 2, secondary school - ISCED 3, and higher education).

Competence, the sense of initiative and entrepreneurship, is one of them and it refers to the individual's ability to turn ideas into action; it includes creativity, innovation, risk taking, and planning and project management to meet the set goals.

Continuous professional development of teachers is included in all educational strategic documents and takes place in a very organised and well thought-out way. In the previous period, teachers underwent a significant number of training programmes related to the integration of cross-curricular topics/key competencies into the curriculum. Great support for teacher training was provided by guides for the implementation of entrepreneurial learning, which were developed for all levels of education. External evaluation of the quality of work in educational institutions is an integral part of the support that the educational system provides to educational institutions in the teaching process, and consequently in the process of integration of key competencies.

Entrepreneurial learning

Entrepreneurship and entrepreneurs are important sources of innovation, economic growth and employment. Entrepreneurship increases productivity and adaptability and ensures that opportunities are fully seized. Entrepreneurship can and must be learned, to enable society to benefit from the full potential of its citizens. It provides a tangible contribution to the development of knowledge, skills and attitudes important for employment, active citizenship and the creation of new jobs.

In order to provide an integrative approach to the implementation of key competencies, cross-curricular topics have been developed which are mandatory for all students and teachers are obliged to implement them through their teaching subjects.

The integration of entrepreneurial learning into the educational system of Montenegro is carried out in accordance with international strategic documents in this area, national educational legislation and the Strategy for Lifelong Entrepreneurial Learning through the cross-curricular topic Entrepreneurial Learning.

The National strategy of lifelong entrepreneurial learning for the period 2015-2019 states that children, pupils and students should be given the opportunity to develop entrepreneurial competence at all levels of education. It is also said that entrepreneurial learning must be introduced as a key competence at all levels of education and that it is necessary to ensure that all students acquire and improve entrepreneurial skills. The lifelong entrepreneurial learning strategy for the period 2020-2024 further expands and improves this area at all levels of education.

Entrepreneurial learning cannot be viewed as a separate field of study or as a separate programme. An integrative approach in education is one of the most important preconditions for the realisation of entrepreneurial learning. It is based on the development of children's creativity and willingness to successfully communicate with peers and adults within the community, to gradually notice opportunities to which they can apply their ideas in different situations, and to gradually become independent and act accordingly.

The document of the joint research center of the European Commission, EntreComp: A framework of competences for entrepreneurship, contributed significantly to providing a common conceptual approach and encouraging the development of entrepreneurial competence at all levels of education, especially in the part of improving teacher training programmes and entrepreneurial learning outcomes.

Curriculum

Key competences are by nature generic and transversal - they are based on goals that are incorporated into all subjects and all teachers are required to master them. The outcomes of cross-curricular topics/key competencies must be carefully planned in

student progress. The basic prerequisite for their successful implementation in educational institutions is the inclusion of the developed outcomes in the complete school curriculum. It should be possible to include cross-curricular topics/key competences in all key areas of learning, through different subjects or groups of subjects (compulsory and elective subjects), through compulsory/elective content and extracurricular activities (field trips, excursions, schools in nature, school projects), teacher training and the like (Zoran, L., Nevena, Č., Danijela, Đ., 2015). Cross-curricular topics/key competencies are planned in the institution's annual work plan, the teachers' annual planning, as well as when creating scenarios/immediate preparations for teaching and extracurricular activities.

Regular education and upbringing

The key competence sense of initiative and entrepreneurship in primary education is developed interdisciplinary through the cross-curricular topic Entrepreneurial learning, the elective course Entrepreneurship and through extracurricular activities. At the level of primary education, the cross-curricular theme Entrepreneurial learning is aimed at developing individual qualities of students - creativity, taking initiative and independence, which contribute to the development of an entrepreneurial attitude. Students are encouraged to use their creativity and to explore and experiment. In this phase, students should develop independence and proactivity, as well as acquire first knowledge and establish contact with the world of work. Activities that encourage active learning at this age are project work, learning through play, presentations of simple case studies and visits to local businesses and institutions. Outcomes related to knowledge about opportunities relating to professional orientation and knowledge of the business environment allow students to gain a general impression of entrepreneurship and find their future place on the labour market with certain prior knowledge of the advantages and obstacles that await them. At the primary school level, all outcomes are adapted to the age and prior knowledge of students, and introduced in such a way that students learn about them by applying general concepts to their familiar environment. The contents of this cross-curricular topic are aligned with the existing plan and programme for primary school.

Entrepreneurship - an optional subject for the VII or VIII or IX grade of primary school - preparing students for the world of work and independent entrepreneurial activity, as well as the development of an entrepreneurial culture, awareness of self-employment and the acquisition of certain general, technical, economic and financial knowledge (general, technical, economic and financial literacy). Through practical activities, students develop individual entrepreneurial skills, e.g. preparation of budgets, CVs, plans, projects, methods of presentation, leadership and the like, as well as the development of general entrepreneurial skills and abilities. The main goal of the subject programme Entrepreneurship is to utilize three areas of activity, ideas and opportunities, resources and action, to be able to turn opportunities and ideas into actions, while initiating the necessary resources. These resources can be personal (awareness, efficiency, motivation and perseverance), material (production and financial resources) or intangible (for example, specific knowledge, skills and attitudes).

Extracurricular activities usually refer to entrepreneurship clubs where students work throughout the year, and then organise entrepreneurship fairs at the school level several times a year or apply to participate in local and national fairs. In 2008, entrepreneurial learning included all primary school students.

Secondary general education

Entrepreneurial learning in secondary general education is carried out cross-curricularly according to the programme: Cross-curricular area entrepreneurial learning in subject programmes for general secondary education, which was adopted by the National Council for Education. Since the school year 2015/16, entrepreneurial learning has been implemented as a cross-curricular area in all high schools, so that all students in high schools in all grades are included in entrepreneurial education. In secondary vocational schools, this programme is applied to the general education group of subjects. In high schools, the optional subject Entrepreneurship is implemented for the first or second year of high school. Entrepreneurship is a one-year elective course provided within one class a week in the first or second grade of a general high school.

Teaching entrepreneurship in students develops entrepreneurial spirit, entrepreneurial way of thinking, independence, self-confidence, leadership, creativity, ability to solve problems, initiative, teamwork, responsibility and communication skills.

Studying this subject provides basic business knowledge and skills for the development of entrepreneurial traits and abilities in students, using information and communication technology. Acquiring entrepreneurial knowledge enables students to develop and improve significant skills that help them develop ideas, recognise opportunities, research resources, and also try their hand at entrepreneurial management.

In high schools, they teach elective subject Business Informatics (for the III or IV grade of secondary schools), the aim of which is for students to master the use of computers in a business environment. High school students have the opportunity to choose the subject Programme Economics and Financial Mathematics, which is realised within one lesson per week in the III or IV grade, depending on the student's decision, that is, on the school's plan for the implementation of elective classes.

In addition to the elective subject, entrepreneurial learning is implemented in high schools through the work of entrepreneurial clubs and the implementation of workshops, forums and round tables in the field of entrepreneurship. The integration of key competencies within vocational education was achieved through the reform of the curriculum based on professional and qualification standards, through the Methodology for the development of professional and qualification standards and Guidelines for qualifications (2016), and the Methodology for the development of educational programmes with instructions (2017). Coordinators have been appointed at the school level in all high schools and mixed secondary vocational schools.

Continuous professional development of teachers

The implementation of reform solutions and new educational programmes in Montenegro, starting in 2004, included a process of intensive training of primary and secondary school teachers.

The goal was for teachers to improve their knowledge (theoretical and methodological) and skills in practice, to understand the expectations of the new role of teachers, but also their new position in education in general and in the teaching process.

The implementation of entrepreneurial learning as a cross-curricular area is carried out in a specific, and in many ways different, way from that of compulsory teaching subjects. In this sense, a training programme was created to enable teachers to integrate entrepreneurship learning into regular teaching activities. 2700 teachers passed the programme, which is more than 50% of employees in primary schools. All principals of elementary schools, as well as school administrations, passed the one-day seminars.

During 2015, the Institute of Education implemented a training programme for coordinators for entrepreneurial learning in all primary schools with the aim of improving the activities implemented at the school level. During 2015, teacher training was implemented in all high schools, while in 2016, teachers of the general education group of subjects in secondary vocational schools were included. Through the project Integration of key competences in the educational system of Montenegro, key competences were introduced to all primary and secondary schools in Montenegro, 1,870 teachers (which is approximately 24% of the total population of teachers in primary and secondary schools in Montenegro) and 300 representatives of school management teams were trained. More than 300 examples of annual school workplans and 500 examples of scenarios for teaching have been published on the platform <https://www.ikces.me/>.

The Institute of Education held seminars for teachers of all pre-school institutions under the title Entrepreneurial learning - Cross-curricular area in the curriculum.

Guidebooks were drafted to provide support for teachers for the integration of cross-curricular topics/key competences, as well as Methodological instructions for the implementation of the cross-curricular field of entrepreneurial learning, which provide clear instructions with concrete examples. Likewise, the EntreComp was translated: Competence framework for entrepreneurship, which was distributed to teachers during the training and published on the website of the Institute for schooling.

The publication *Key Competencies - A Guide for Primary and Secondary School Teachers with Guidelines for Formative Assessment* was produced through the project *Integration of Key Competencies in the Education System of Montenegro* and serves as support for primary and secondary school teachers to improve the education and upbringing of students through the integration of key competencies in teaching and learning.

Quality Assessment

Constant monitoring and evaluation of educational work in institutions is carried out in order to improve the quality of education. It can be external and carried out by the supervisors of the Institute for Education and the Center for Vocational Education, as well as internal and carried out by the educational institution itself (self-evaluation). External provision and improvement of the quality of educational work is defined by the provisions of the General Law on Education and Training, the Rulebook on the Content, Forms and Ways of Quality Assessment of Educational Work in Institutions and the Methodology for Ensuring and Improving the Quality of Educational Work in Preschool Institutions, schools, educational centres, resource centres, adult education organisers and students' homes. In accordance with the Methodology for ensuring and improving the quality of education and training, quality assessment is carried out at the level of the educational institution and in all segments of its work. The evaluation system, which includes external evaluation, contributes to improving the quality of the school's work because it includes the assessment of all segments of the school's life and work that affect learning and learning outcomes.

Quality assessment is carried out within five defined key areas of quality (teaching and learning, management and leadership of the institution, ethos of the institution, student achievements and student support) in accordance with the adopted standards. To describe the standards, indicators are used that represent the definitions by means of which the achievement of the standards is measured. The following standards and indicators have been introduced for the achievement of learning outcomes for the key area of teaching and learning related to the verification of learning outcomes:

Standard A1.1 Planning is in accordance with the requirements of the curriculum and the standard:

- A.1.1.2. The teacher plans cross-curricular topics and the open part of the subject programme/module

Standard A1.2 Teaching is adapted to the developmental characteristics, needs and capabilities of students and is aimed at achieving learning outcomes in the key area of teaching and learning. are defined by indicators:

- A.1.2.11. The institution focuses its activities on the development of key competencies

Through the Project "Integration of key competences in the educational system of Montenegro", based on the "Framework for the integration of key competences", a Guide for quality assurance, self-evaluation and improvement of educational institutions was created. The guide aims to ensure not only an improvement in the quality of teaching that integrates key competencies, which is the most important part of the project within which it was created, but also to influence the overall teaching and learning and result in better student achievements. Indicators for monitoring the integration of key competencies in the curriculum are described in the Guide, which will help supervisors and quality assurance consultants to monitor the development of key competencies.

As previously described, assessment of the achievement of educational goals and subject outcomes is carried out through internal (school) and external assessment of student achievement. The goal of the national examination, which is carried out by the Examination Center of Montenegro, is primarily to verify the achievement of the outcomes prescribed by the national plan and programme. For cross-curricular topics and the development of key competencies, however, there is no explicit way of checking student achievement anywhere.

Conclusion

Entrepreneurial learning is considered a key competence for the development of creativity, independence and innovation in students at all levels of education, which creates opportunities for success in the business world and contributes to the economic growth of society.

An integrative approach to education is necessary for the realisation of entrepreneurial learning, and international strategic documents, national educational legislation and lifelong entrepreneurial learning strategies, as well as the EntreComp document, contribute significantly to this process. Entrepreneurial learning is a generic and transversal competence, which means that it is based on goals that are incorporated into all subjects and all teachers are required to achieve them.

The outcomes of the cross-curricular topic Entrepreneurial learning are necessary for successful implementation of the afore-mentioned subject in educational institutions, which requires the inclusion of the developed outcomes in the complete school curriculum. The application of cross-curricular topics included the training of primary and secondary school teachers in order to improve their knowledge and skills, and to understand the expectations of the new role of teachers in the process of developing the key competence of entrepreneurial learning, which resulted in training programmes for more than 50% of employees in primary schools, 25 % of teachers in preschool institutions, seminars for school directors and school administration, as well as training for coordinators for entrepreneurial learning in all primary schools, gymnasiums and vocational secondary schools. Constant monitoring and evaluation of educational work in institutions is necessary in order to improve the quality of the implementation of entrepreneurial learning.

EntreComp u Albaniji

Prema SME Policy Index-u za zapadni Balkan i Tursku (OECD, 2022) preduzetništvo je kao ključna kompetencija uključeno u nastavni plan i program, ali još uvek nije implementirano u potpunosti i nije ujednačeno sa EntreComp okvirom. U osnovnoj i nižoj srednjoj školi, tj. od I-VII razreda, preduzetništvo je uključeno kroz predmet Građanskog vaspitanja, dok se u višoj srednjoj školi, u XII razredu obrađuje kroz predmet Preduzetništvo. Program Dostignuća mladih je rasprostranjen u višoj srednjoj školi i integrisan u nastavni plan i program kao praktično preduzetničko iskustvo. Takođe, u oblasti stručnog obrazovanja i usavršavanja (VET) prisutan je obavezan modul Osnove preduzetništva. Kada govorimo o visokom obrazovanju, ne postoje sistemske mere kojima bi se ključne preduzetničke kompetencije integrisale u nastavni plan i program. Nacionalna Strategija obrazovanja (2021-2026) obuhvatila je i povećavanje interdisciplinarnih STEM programa.

Preduzetništvo je definisano kao međupredmetna ključna kompetencija i očekuje se da bude deo obrazovnih ciljeva u svim predmetima, ali kao glavni zadatak ostaje obezbeđivanje njegovog razvoja kao ključne kompetencije kada je u pitanju širi nastavni plan i program. Čak i tamo gde je preduzetništvo uključeno u posebne predmete, materijali koji su u upotrebi usmereni su na njegovu ekonomsku stranu. Praktična preduzetnička iskustva još uvek nisu dostupna svim učenicima putem osnovnog nastavnog plana i programa.

U oblasti stručnog obrazovanja, za učenike je obavezno da prođu kroz praksu ili pripravničku obuku u poslovnom okruženju, ali ovo iskustvo ne nudi potpun razvoj preduzetničkih veština i takođe, stečene veštine odstupaju od potreba tržišta rada (Evropska Komisija, 2021[3]). Nedavni izveštaji ukazuju na neusaglašenost razvoja veština sa EntreComp-om, koji se još uvek ne koristi na sistemskom nivou, iako postoje ograničeni dokazi o integraciji ovog okvira u pristupe obukama održanim kao deo kurseva u programu EU za inovacije (OECD, 2022).

Iako je obuka na radnom mestu obezbeđena za nastavnike u školama i VET edukatore kroz aktivnosti Dostignuća mladih, na nivou inicijalnog obrazovanja nema obuke o preduzetničkim ključnim veštinama.

Nova nacionalna Strategija za obrazovanje (2021-2026) poseban fokus stavila je na inicijalnu obuku nastavnika, pozivajući na harmonizaciju inicijalnih obuka za nastavnike sa zahtevima nastavnog plana i programa preduniverzitetskog obrazovanja.

Preporučeni put za Albaniju je kreiranje nacionalnih smernica za nastavnike o tome kako da integrišu razvoj preduzetništva kao međupredmetne ključne veštine u svim oblastima nastavnog plana i programa. Ovo bi trebalo da bude usklađeno sa EntreComp-om i da bude relevantno za sve nivo obaveznog obrazovanja. Takođe bi mogao biti deo širih smernica za ključne veštine za nastavnike.

EntreComp in Albania

According to SME Policy Index for Western Balkans and Turkey (OECD, 2022) entrepreneurship is included as a key competence in the curriculum, but this is not yet fully implemented and it is not aligned with EntreComp. In primary and lower secondary education, entrepreneurship is included in the Citizenship subject from grades I-VII, and at the upper secondary level, they teach the Economy subject in the XII grade.

The Junior Achievement programme is widespread in the upper secondary school and integrated into the curriculum as a practical entrepreneurial experience. In VET, there is a compulsory Basics of Entrepreneurship module. In higher education, there are no systemic measures to integrate entrepreneurship key competence into the curriculum. The National Education Strategy (2021-2026) has included a commitment to increase interdisciplinary STEM programmes.

Entrepreneurship is defined as a cross-cutting key competence, and it is expected to be a part of the learning objectives of all subjects, but ensuring its development as a key competence within wider curriculum areas remains a key task. Where it has already been included in specific subjects, the materials used demonstrate a strong focus on the economic perspective of entrepreneurship. Practical entrepreneurial experiences are not yet accessible to all students via the core curriculum.

In VET, it is compulsory for students to parttake in long-term apprenticeship in a business environment, but the development of entrepreneurial competences from this experience is not explicit, and there is a mismatch with labour market needs (European Commission, 2021[3]). Likewise, recent reports indicate non-compliance of competence development with EntreComp, which has not yet been used yet at the system level, though there is limited evidence of its inclusion within training approaches delivered as a part of masterclasses in the EU for Innovation programme (OECD, 2022).

While there is provision of in-service teacher training for schools and VET educators through Junior Achievement, there is no training on the entrepreneurship key competence at the level of pre-service teacher training.

EntreComp u Bosni i Hercegovini

Postoji vrlo malo zabeleženih aktivnosti koje se tiču integracije EntreComp-a u VET u Bosni i Hercegovini.

Ako uzmemo u obzir sveukupni kontekst preduzetničkog učenja u Bosni i Hercegovini, OECD SME indeks za Zapadni Balkan i Tursku (OECD, 2022) beleži značajan napredak sa uspostavljanjem strategije Prioriteti integracije preduzetničkog učenja i ključnih preduzetničkih kompetencija u obrazovni sistem u Bosni i Hercegovini (2021-2030). Napredak je zabeležen na državnom nivou, dok na nivou entiteta implementacija varira, uz dokaze o koordinaciji i integraciji u okviru obrazovnog sistema i sistema obuka u Federaciji Bosne i Hercegovine. Strategija 2021-2030 nudi sveobuhvatan i detaljan razvojni put za celoživotno preduzetništvo i razvoj ključnih kompetencija na državnom nivou, ali nedostaje uvid u to kako će ovo biti sprovedeno na nivou entiteta, s obzirom na to da za ove aktivnosti nije izdvojen budžet. Kako bi se podžalo sprovođenje strategije, tokom 2021. formirano je sedam radnih grupa: radna grupa za digitalno i preduzetničko učenje, radna grupa za karijerno vođenje, ekspertska radna grupa za obuke iz oblasti nastavničkih kompetencija i radna grupa za kontinuirani profesionalni razvoj.

U Federaciji Bosne i Hercegovine postoje dokazi o ishodima učenja koji se odnose na ključne preduzetničke kompetencije na svim nivoima obrazovanja i obuke osim visokog obrazovanja (OECD, 2022.), koji su u skladu sa zajedničkim nastavnim planom i programom na državnom nivou gde je preduzetništvo uključeno kao međupredmetna kompetencija. U Republici Srpskoj, integracija ključnih preduzetničkih kompetencija u nastavni plan i program još je u razvoju, dok je preduzetništvo deo srednjoškolskog plana i programa od 2006. godine. Strategija razvoja obrazovanja Republike Srpske daje prorititet aktivnostima koje će integrisati ključne preduzetničke kompetencije u obrazovni sistem, a Akcionim planom za razvoj obrazovanja do 2020. poseban fokus usmeren je na stručno i visoko obrazovanje (OECD, 2022).

Vlada Federacije Bosne i Hercegovine odgovorna je za definisanje, ojačavanje i postavljanje politika koje se odnose na inicijalno i celoživotno stručno obrazovanje i obuku (IVET & CVET). Ministarstva imaju podršku državnih izvršnih agencija za stručno obrazovanje i obuku (VET) zaduženih za sprovođenje politika i mera, igrajući tako veliku

ulogu u upravljanju. Kroz aktivnosti Saveta za stručno obrazovanje i obuku olakšava se koordinacija državnih i nedržavnih aktera iz oblasti VET. Ovi saveti služe kao platforme za saradnju i koordinaciju među raznolikim zainteresovanim stranama iz oblasti VET.

Bosna i Hercegovina uložila je napore i preduzela inicijative kako bi ojačala VET, uključujući i angažovanje zaposlenih, koordinaciju među zainteresovanim akterima i ujednačavanje državnog okvira kvalifikacija sa evropskim (ETF, 2017). Skorašnji napredak u VET sektoru uključuje dalji rad na razvoju dualnog modela obrazovanja uz smernice za podršku saradnje u biznis-obrazovanju, razvijenu u saradnji sa regionalnim privrednim i biznis komorama. Integracija ključnih preduzetničkih kompetencija u okviru pružanja obuke nastavnika inicijalne nastave za podršku preduzetničkom učenju još uvek se razvija.

EntreComp in Bosnia and Herzegovina

There is very little evidence of activities taken in Bosnia and Herzegovina towards integration of EntreComp in VET.

Taking into account an overall context of entrepreneurial learning in Bosnia and Herzegovina, the OCDE SME Policy Index for Western Balkans and Turkey (OECD, 2022) indicates significant progress with the launch of the strategy Priorities for the Integration of Entrepreneurial Learning and Entrepreneurship Key Competence into Education Systems in Bosnia and Herzegovina (2021-2030). The progress is visible in strategy actions at the state level, while implementation at the entity level varies, with evidence of policy co-ordination and integration within the education and training system in the Federation of Bosnia and Herzegovina. The 2021-2030 strategy offers a comprehensive and detailed development pathway for lifelong entrepreneurial and key competence development at the state level, but there is a lack of insight into how this will be implemented at the entity level, and a budget has not been allocated to the actions. To support the strategy implementation, 7 working groups were

launched in 2021, including the Working Group on Digital and Entrepreneurship Learning (WGDEL), the Career Guidance Working Group, the Teacher Training Competence Expert Working Group and the Working Group for Continuous Professional Development.

In Federation of Bosnia and Herzegovina, there is evidence of learning outcomes relating to the entrepreneurship key competence at all levels of education and training except higher education (OECD, 2022), in line with the state-level common core curriculum where entrepreneurship is included as a cross-curricular competence. In Republika Srpska, integration of entrepreneurship key competence in the curriculum is still developing, while entrepreneurship has been an element of the secondary school curriculum since 2006. The Education Development Strategy of Republika Srpska places a priority on actions to embed entrepreneurship key competence into the education system, with a particular focus on VET and higher education in the Education Development Strategy Action Plan until 2020 (OECD, 2022).

In relation to VET, the Central government in Bosnia and Herzegovina holds overall responsibility for formulating, enforcing, and reviewing policies related to initial and continuing vocational education and training (IVET & CVET). The ministries are supported by state executive VET agencies, which are tasked with implementing the policies and related measures, playing a significant role in governance. The coordination of both state and non-state actors in VET is facilitated through the activities of VET councils. These councils serve as platforms for collaboration and coordination among various VET stakeholders. Overall, it has been noted that Bosnia and Herzegovina has undertaken various efforts and initiatives to enhance VET, including the involvement of employers, coordination among stakeholders, and the alignment of qualifications framework with the European one (ETF, 2017). Recent advances in the VET sector include further efforts to develop the dual education model alongside guidelines to support business-education co-operation, developed in collaboration with regional chambers of commerce and businesses. Integration of the entrepreneurship key competence within pre-service teacher training provision to support entrepreneurial learning, is still developing.

O projektnom zadatku

Projektni zadatak koji je prezentovan na konferenciji u Podgorici odnosi se na kreiranje praktičnih obrazovnih alata koji će nastavnicima i rukovodiocima obrazovnih ustanova u Crnoj Gori, Albaniji i Bosni i Hercegovini, omogućiti da u procese nastave i učenja ugrade preduzetničke kompetencije iz EntreComp okvira.

Projektni zadatak je fokusiran na sledeća 2 obrazovna alata:



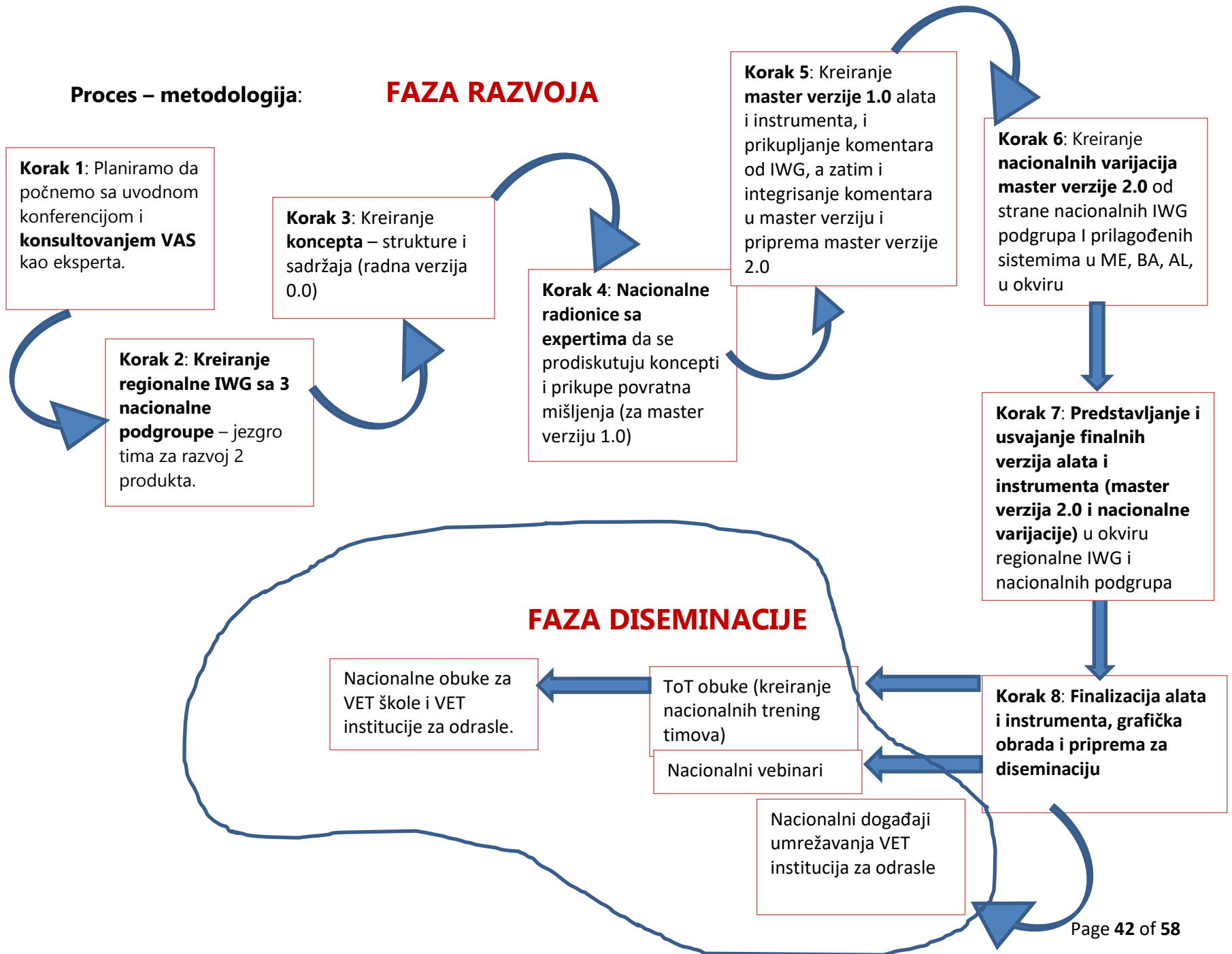
Set materijala za nastavu i učenje: priručnik koji sadrži smernice i praktične savete za nastavnike i uprave škola, u vezi sa integracijom odabranih EntreComp kompetencija u VET nastavu i praksu, i u vezi sa kreiranjem podsticajnog školskog ambijenta za nastavu i učenje koji će podstaći razvoj preduzetničkih kompetencija, kao i smernice i praktične savete za učenike i studente u vezi sa modelima usvajanja preduzetničkih kompetencija.

Instrument za prepoznavanje EntreComp kompetencija: dokument koji potvrđuje da je lice na obuci razvilo odabrane preduzetničke kompetencije, ili da je učestvovalo u aktivnosti koja se preduzima zbog razvoja odabranih preduzetničkih kompetencija.

Projektni zadatak trebalo bi da se realizuje tokom narednih 18 meseci u 8 koraka, uz participaciju ključnih aktera u procesu razvoja i validacije obrazovnih alata. Metodologija i proces prikazani su u dijagramu koji sledi:

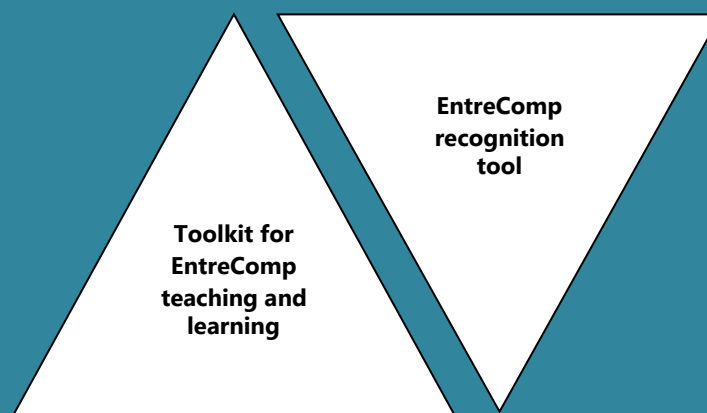
Proces – metodologija:

FAZA RAZVOJA



About the project assignment

The project task presented at the conference in Podgorica is about the creation of practical educational tools that will enable teachers and managers of educational institutions in Montenegro, Albania and Bosnia and Herzegovina to incorporate entrepreneurial competencies from the EntreComp framework into the teaching and learning processes. The project assignment is focused on the following 2 educational tools:



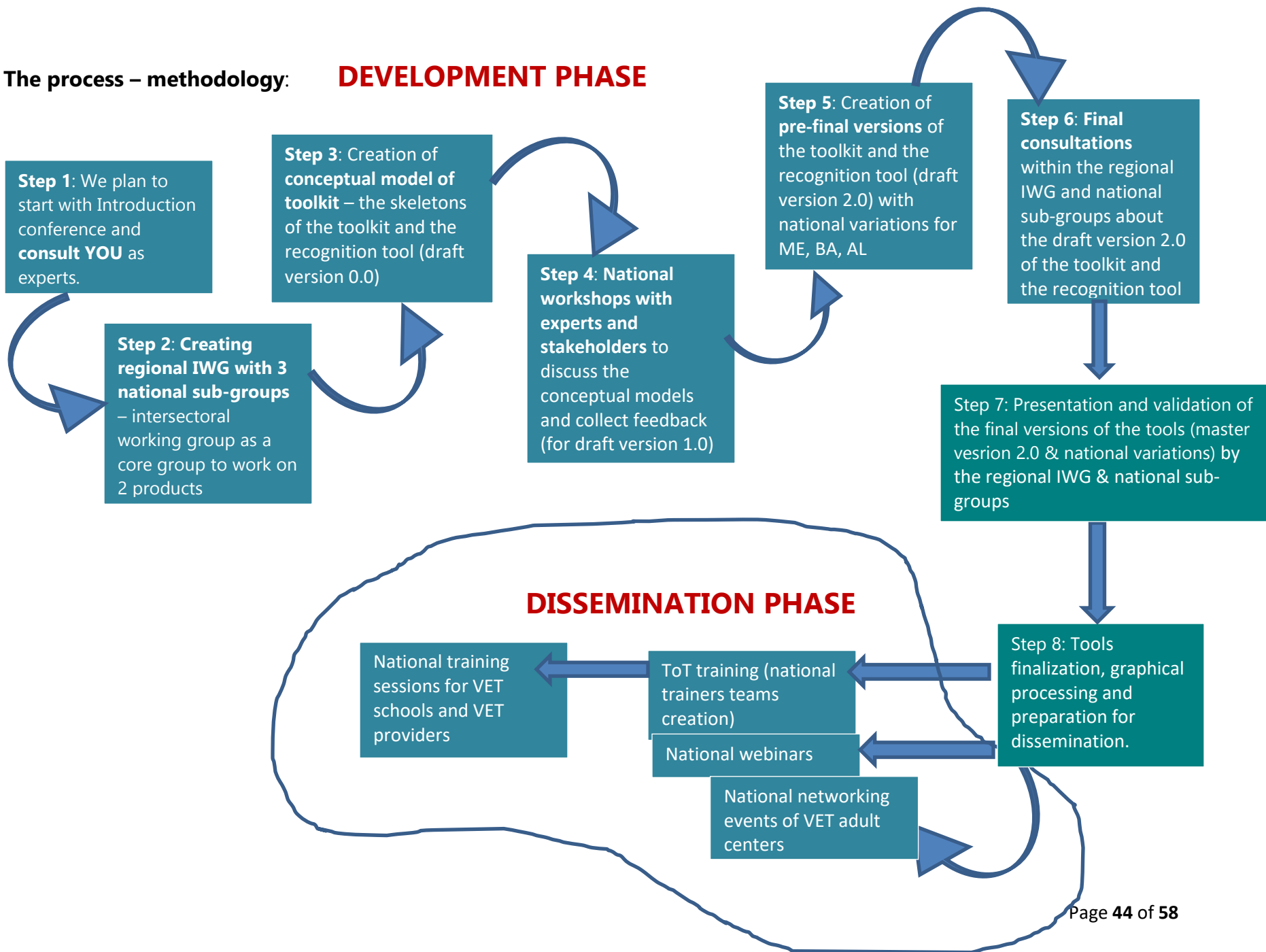
Toolkit for EntreComp teaching and learning: a handbook containing guidelines and practical advice for teachers and school management how to integrate selected EntreComp competences into VET programmes and practices and how to create encouraging teaching and learning environment in schools conducive to developing entrepreneurial skills; guidelines for learners about the models for mastering entrepreneurial competences.

Recognition tool: a document testifying that a learner has developed selected entrepreneurial competence, or participated in an activity leading to the development of the selected entrepreneurial competence.

The project task should be realised during the next 18 months in 8 steps, with the participation of key stakeholders in the process of development and validation of educational tools. The methodology and process are presented in the following diagram:

The process – methodology:

DEVELOPMENT PHASE



Komentari i preporuke regionalnih stručnjaka

Stručnjaci koji su uživo ili virtuelno učestvovali u konferenciji u Podgorici pretežno su komentarisali očekivani ishod (produkt) procesa. Svi su iskazali interesovanje da budu deo i narednih faza procesa. Takođe su iskazali zadovoljstvo činjenicom da su uključeni u proces od njegovog početka i faze planiranja te što imaju mogućnost da svojim komentarima utiču na to kako će proces izgledati u konačnici.

Kada je reč o ishodu i proizvodima procesa, sledi rezime diskusija koje su eksperti vodili u grupama, odnosno virtuelno, sa sintetizovanim komentarima i preporukama grupisanim u šest celina koje su prepoznate kao najrelevantnije za implementaciju EntreComp okvira u nastavu i učenje.

Edukacija - EntreComp obuke i treninzi nastavnika

1. EntreComp okvir je za nastavnike nova materija sa kojom oni nisu dovoljno upoznati, niti upućeni u načine kako se okvir može primeniti u nastavi i učenju. S tim u vezi, obuka nastavnika u oblasti EntreComp-a kao deo obuke za preduzetništvo može imati veliki značaj za uvođenje EntreComp u nastavu i učenje. Program obuka za nastavnike treba inovirati i dopuniti odgovarajućim sadržajima o EntreCompu (npr. iz seta materijala tzv. "toolkit"-a), aspektima i veštinama, kao i načinima, metodama i praksama upotrebe EntreComp-a u nastavi i učenju. Na ovaj način će se unaprediti i kvalitet preduzetničkog učenja.

Integracija EntreComp vještina u tradicionalni sistem obrazovanja

2. S prethodnim u vezi je i mjera da se set materijala osmisli tako da omogući ili podstiče razvijanje preduzetničkih kompetencija i preduzetničke kulture kroz međupredmetnu korelaciju. To bi značilo da se preduzetničke kompetencije iz EntreComp okvira razvijaju kroz zajedničke aktivnosti učenika koje povezuju ili se ostvaruju u okviru najmanje 2 predmeta (npr. matematiku i fiziku, ili hemiju i biologiju). U tom pogledu, preporuka je da set materijala upućuje nastavnike na međusobnu saradnju u planiranju i izvođenju nastavnih i vannastavnih aktivnosti koje vode ka razvijanju preduzetničke kompetencije

od strane učenika. Kroz predmetne programe osim planiranja preduzetništva osmisliti alate za praćenje primjene i efekata istog, što odgovara planu da se razvije i alat za prepoznavanje preduzetničkih kompetencija stečenih na ovaj način.

Umrežavanje obrazovnih institucija sa svim relevantnim partnerima na tržištu i stvaranje ekosistema preduzetničkog obrazovanja

3. Oba proizvoda (set materijala i alat za prepoznavanje stečenih kompetencija) treba da budu osmišljena tako da obuhvate i partnere izvan sektora obrazovanja, te da njihove aktivnosti sa učenicima budu metodološki obuhvaćene a ishodi prepoznati u kompetencijama. Treba istaći da ovakvi partneri mogu biti važan prenosilac stručnih znanja i prakse, ili organizatori programa učenja, mentorstva i sticanja praktičnih preduzetničkih iskustava, i kao takvi predstavljaju vrednu dopunu aktivnostima formalnog učenja koje u školi organizuje nastavnik u okviru redovne nastave. S tim u vezi, set materijala treba da sadrži i metodološka uputstva za nastavnike i učenike u pogledu ostvarivanja partnerstava i saradnje sa takvim partnerima, kao i uputstva u pogledu promocije takve saradnje, razvoja zajedničkih aktivnosti i projekata, i kreiranja preduzetničkih inovacija kroz rad sa učenicima.

4. Set alata osmisliti tako da bude lak za upotrebu i da sadrži optimalnu kombinaciju teksta, grafika i slike. Delovi materijala koji služe kao vodič ili uputstva treba da budu jasni i koncizni i dobro ilustrovani. Takođe je poželjno da se sadržaj zasniva na primjerima iz prakse i da se svi aspekti kontekstualizuju kako bi ih i nastavnici razumeli radi lakše primene u odgovarajućem kontekstu.

Inovativan pristup i reforma preduzetničkog obrazovanja

5. Svjesni da je preduzetnička kompetencija transverzalna kompetencija koja se primjenjuje u svim sferama života pojedinca (ne samo u komercijalnim poduhvatima, već i u društvenim, kulturnim i drugim), i da se ogleda u sposobnosti pojedinca da podstakne i kreira promjene u svom okruženju, za kvalitetnu organizaciju obrazovnog procesa, nastave i unapređenja preduzetničkih kompetencija potrebna je konstantna implementacija inovativnih metoda u nastavi, značajan udeo praktične nastave i primene naučenog u konkretnim društvenim, kulturnim i tržišno-poslovnim kontekstima, kao i

usvajanje praktičnih vještina, u skladu sa 4 nivoa preduzetničke progresije u EntreComp okviru. Inovativne metode u obrazovanju trebalo bi da se oslanjaju na informacionu tehnologiju i rješenja, digitalnu pismenost, rukovanje digitalnim tehnologijama i procesom stavljanja digitalnih sadržaja, jezičku kompetenciju, kao i matematičku kompetenciju u ovladavanju preduzetničkim kompetencijama. Kada je u pitanju nastavni proces, preporuke se odnose na uvođenje sljedećih aktivnosti u nastavni proces:

- Nastava i učenje bazirano na projektnim zadacima - nastava koja podstiče interdisciplinarnost, razvija komunikacijske vještine učenika kao i razvoj njihovih organizacijskih sposobnosti;
- Nastava i učenje bazirano na istraživanjima ili istraživačkim zadacima, kao i rješavanje problemskih zadataka (studija slučaja);
- Uključivanje partnera iz poslovnog sektora i upoznavanje sa tržišnim načinom i uslovima rada (mentorska podrška) i sa veštinama i kompetencijama koje se primjenjuju u tržišnim uslovima;
- Organizovanje tima nastavnika mentora na nivou škole koji će pratiti postignuća učenika i nastavnika i direktno ih uključivati i pružati im informacije o mogućnostima i aktuelnim aktivnostima u domenu preduzetničkog učenja (sajmovi, kampovi, samiti itd.) uz priznanje mentorskog rada putem instrumenta za priznavanje;
- Sticanje stručnih znanja i iskustava kroz internacionalne razmjene učenika i nastavnika sa ciljem razvoja interkulturalnih kompetencija, jer sistem obrazovanja na nacionalnom nivou mora biti interkulturalan (integracija pojedinačnih/nacionalnih sistema u jedan globalni sistem);
- Radionice u okviru škole i saradnja sa drugim školama, a koje razvijaju vještine kritičkog razmišljanja, preduzimanja inicijativa, kreativnosti i finansijske pismenosti.
- Omogućiti učenje na random mjestu kod poslodavca u 3. i 4. razredu srednje škole, uz odgovarajuću nadoknadu i instrument za priznavanje stečenih kompetencija.

6. Kreirati posebnu aplikaciju za projektne zadatke učenika koja će biti dostupna svim učenicima i nastavnicima i sadržati setove materijala i instrument za prepoznavanje stečenih preduzetničkih kompetencija. Aplikacija takođe treba da bude laka za upotrebu i prilagođena uređajima koje mladi danas najviše koriste, npr. pametnim telefonima. Aplikacija treba da bude usmjerena na ovladavanje preduzetničkim stavovima pre nego vještinama, koristeći jednostavne i prilagođene metode.

Setom materijala obuhvatiti i djelove o međupredmetnoj saradnji nastavnika, u djelu planiranja, osmišljavanja, kreiranja sadržaja i materijala, izbora metoda i provjere znanja i ocjenjivanja, neformalnog učenja, kako bi se podstakla korelacijska nastava među predmetima. Obezbijediti djeci "prostor" da istražuju pojmove i fenomene koji se obrađuju međupredmetno, ili makar da istražuju na međupredmetni način i da tako primjenjuju znanja i kreativnost.

Osiguranje podrške od strane institucija obrazovnog sistema nastavnicima koji implementiraju inovativne oblike preduzetničkog učenja

7. Neophodno je pratiti kvalitet, efikasnost i evaluirati uticaj sprovođenja ovakvih aktivnosti i materijala u nastavi i učenju, što bi trebalo da bude odgovornost ovlaštene državne institucije.

8. Omogućiti da se set materijala i alat za prepoznavanje mogu koristiti i kao dodaci postojećim priručnicima iz modula Preduzetništvo, ali i drugim modulima u koje nastavnici žele da ugrade elemente preduzetničkog učenja i sticanja EntreComp kompetencija, tako da materijali budu smjernice i sa instrukcijama za nastavnike i preporučenim setom aktivnosti za učenike u svim ishodima učenja sa ciljem praktičnog osposobljavanja učenika.

9. Deo seta materijala mogu biti i materijali za provjeru znanja učenika i razni alati za ocjenjivanje. Oni mogu biti obavezni dio eksterne evaluacije od strane eksternih evaluatora. Materijal i provjere znanja moraju biti dostupni svim nastavnicima na virtualnoj platformi koja je za to opredjeljena.

Usklađenost ishoda učenja sa potrebama tržišta rada

10. Obavezno osigurati da pri školi ili nastavnom centru, postoji preduzetnički klub sa programima vannastavnih aktivnosti, aktivnosti podrške započinjanju posla ili započinjanju društvenog poduhvata. Klubovi treba da djeluju i kao veza između škole i aktivnosti izvan škole kod poslodavca ili u društvenoj grupi/organizaciji. 11. Proces razvoja je zanimljiv i svi koraci su dobro određeni i strukturisani. Izvršena je dobra priprema za

grupni rad eksperata i zainteresovanih strana u radionicama i dobro su odabrani ljudi za učešće u procesu. Postoji saglasnost sa svim koracima.

Comments and recommendations of regional experts

Experts who participated live or online at the conference in Podgorica mostly commented on the expected outcome (product) of the process. Everyone expressed interest in being part of the next stages of the process. They also expressed their satisfaction with the fact that they are involved in the process from its beginning and the planning phase, and that they have the opportunity to share their comments and thus influence the process flow and its final outcome.

When it comes to the outcome and products of the process, the following is a summary of the discussions that the experts conducted in groups, i.e. virtually, with synthesized comments and recommendations grouped into six units that are recognized as the most relevant for the implementation of the EntreComp framework in teaching and learning.

Education - EntreComp teacher trainings

1. The EntreComp framework is a new and unfamiliar subject for teachers. They are not familiar with the ways in which the framework can be applied in teaching and learning. In this regard, training teachers in the field of EntreComp as a part of entrepreneurship training can be of great importance for the introduction of EntreComp in teaching and learning. The training programme for teachers should be innovated and supplemented with appropriate contents about EntreComp (eg. from the set of materials of the so-called "toolkit"), aspects and skills, as well as ways, methods and practices of using EntreComp in teaching and learning. In this way, the quality of entrepreneurial learning will be improved.

Integration of EntreComp competences into the traditional education system

2. Related to the previous one is the measure to design a set of materials in such a way as to enable or encourage the development of entrepreneurial competencies and entrepreneurial culture through cross-subject correlation. This would mean that entrepreneurial competences from the EntreComp framework are developed through joint student activities that connect or are realized within at least 2 subjects (eg. mathematics and physics, or chemistry and biology). In this regard, it is recommended that the set of materials guide teachers towards mutual cooperation in planning and carrying out curricular and extracurricular activities that lead to the development of entrepreneurial competence in students. Through the subject programmes, in addition to entrepreneurship planning, it is necessary to devise tools for monitoring its application and effects, which corresponds to the plan to develop a tool for recognizing entrepreneurial competences acquired in this way.

Networking of educational institutions with all relevant partners on the labour market and creation of entrepreneurial learning ecosystem

3. Both products (a set of materials and a tool for recognizing acquired competencies) should be designed to include partners outside the education sector, and that their activities with students be methodologically covered, and the outcomes recognised in competencies. It should be emphasized that such partners can be important transmitters of professional knowledge and practice, or organisers of learning programmes, mentoring, and the acquisition of practical entrepreneurial experiences, and as such are a valuable complement to formal learning activities organised by the teachers in the school as part of regular classes. In this regard, the set of materials should contain methodological instructions for teachers and students regarding the realisation of partnerships and cooperation with such partners, as well as instructions regarding the promotion of such cooperation, the development of joint activities and projects, and the creation of entrepreneurial innovations through work with students.

4. Design the tool set so that it is user-friendly and contains an optimal combination of text, graphics and images. Parts of the material that serve as guides or instructions should be clear and concise, and well illustrated. It is also desirable that the content is based on examples from practice and that all aspects are contextualised so that teachers can understand them and apply them in the appropriate context.

Innovative approach and reform of entrepreneurial education

5. It is necessary to be aware that entrepreneurial competence is a transversal competence permeating all spheres of an individual's life (not only in commercial ventures, but also in social, cultural and others), and that it is reflected in the individual's ability to encourage and create changes in his environment, for quality organization of the educational process, teaching and improvement of entrepreneurial competences requires the constant implementation of innovative methods in teaching, a significant share of practical teaching and the application of what has been learned in concrete social, cultural and market-business contexts, as well as the adoption of practical skills, in accordance with the 4 levels of entrepreneurial progression in the EntreComp framework. Innovative methods in education should rely on information technology and solutions, digital literacy, handling digital technologies and the process of creating digital content, language competence, as well as mathematical competence in mastering entrepreneurial competences. When it comes to the teaching process, the recommendations refer to the inclusion of the following activities in the teaching process:

- Project-based teaching and learning - teaching that encourages interdisciplinarity, develops students' communication skills as well as the development of their organisational abilities;
- Inquiry-based and problem-based teaching and learning (case study);
- Involvement of partners from the business sector and familiarization with the market ways and conditions of work (mentoring support) and with the skills and competencies that are applied in market conditions;

- Organizing a team of teacher mentors at the school level, who will monitor the achievements of students and teachers and directly involve them and provide them with information about opportunities and current activities in the field of entrepreneurial learning (fairs, camps, summits, etc.) with the recognition of mentoring work through a recognition instrument;
- Organizing a team of teacher mentors at the school level, who will monitor the achievements of students and teachers and directly involve them and provide them with information about opportunities and current activities in the field of entrepreneurial learning (fairs, camps, summits, etc.) with the recognition of mentoring work through a recognition instrument;
- Acquisition of professional knowledge and experience through international exchanges of students and teachers with the aim of developing intercultural competences, because the education system at the national level must be intercultural (integration of individual/national systems into one global system);
- Workshops within the school and cooperation with other schools, which develop the skills of critical thinking, taking initiatives, creativity and financial literacy.
- Make it possible to study at a random place with the employer in the 3rd and 4th grade of high school, with appropriate compensation and an instrument for recognizing acquired competencies.

6. Create a special application for student project tasks, which will be available to all students and teachers and contain sets of materials and an instrument for recognizing acquired entrepreneurial competencies. The application should also be user-friendly and adjusted to the devices that young people use the most today, e.g. smart phones. The application should be aimed at mastering entrepreneurial attitudes rather than skills, using simple and customized methods.

The set of materials should also include sections on inter-subject cooperation of teachers, in the planning, design, creation of content and materials, selection of methods, and assessment and evaluation, informal learning, in order to encourage correlational teaching between subjects. To provide children with a "space" to explore concepts and phenomena that are dealt with cross-curricularly, or at least to research in a cross-curricular way, and thus to apply knowledge and creativity.

Ensuring support from educational institutions for teachers implementing innovative forms of entrepreneurial learning

7. The process development seems very interesting and all steps are organized and well-structured. Prepare well for workshops with regard to the experts and stakeholders and find people who are willing to participate in this process. There is general agreement with all eight steps.

8. Make sure that the set of materials and the recognition tool can be used as additions to the existing manuals from the Entrepreneurship module, but also to other modules in which teachers want to incorporate elements of entrepreneurial learning and the acquisition of EntreComp competencies, so that the materials contain guidelines with instructions for teachers and a recommended set of activities for students in all learning outcomes with the aim of practical training of students.

9. A segment of the set of materials can be materials for checking students' knowledge, and various assessment tools. They can be a mandatory part of the external evaluation by external evaluators. The material and knowledge tests must be available to all teachers on the virtual platform designated for this purpose.

Matching of the learning outcomes with the needs of the labour market

10. It is mandatory to ensure that at the school or teaching center, there is an entrepreneurial club with programmes of extracurricular activities, activities to support starting a business or starting a social enterprise. Clubs should also act as a link between school and activities outside school at the employer or in a social group/organization.

11. The development process is interesting and the steps are well defined and structured. Good preparation was done for the group work of experts and stakeholders in the workshops, and people were well selected to participate in the process. There is agreement with all steps.

Lista regionalnih stručnjaka učesnika konferencije u Podgorici

Srdačno se zahvaljujemo svim regionalnim stručnjacima koji su učešćem na konferenciji i svojim komentarima doprineli izmeni i unapređenju procesa integracije EntreComp okvira u nastavu i učenje i unapređenja očekivanih ishoda ovog procesa. Radujemo se nastavku saradnje.

Ime stručnjaka	Institucija
Miloš Lekić	Zavod za školstvo Crne Gore
Lida Vukmanović Tabaš	Zavod za školstvo Crne Gore
Jelena Vlahović	JU Srednja Ekonomsko-ugostiteljska škola, Bar
Tatjana Vukčević Janjušević	JU Srednja Ekonomsko-ugostiteljska škola, Nikšić
Sonja Čalić	JU Srednja Ekonomsko-ugostiteljska škola, Nikšić
Marko Marojević	JU Srednja Ekonomsko-ugostiteljska škola, Nikšić
Adisa Malagić	Gimnazija "Tanasije Pejatović" Pljevlja
Slobodanka Žižić	Gimnazija "Stojan Cerović" Nikšić
Tatjana Šaletić	Gimnazija "Petar I Petrović Njegoš" Danilovgrad
Nadežda Vujašković	Gimnazija "Petar I Petrović Njegoš" Danilovgrad
Marija Čučković Vujinović	JU Srednja mješovita škola "Mladost", Tivat
Božana Vujadinović	JU Srednja ekonomska škola "Mirko Vešović", Podgorica
Ivana Radulović	JU Srednja ekonomska škola "Mirko Vešović", Podgorica
Adrijana Mugoša	JU Srednja ekonomska škola "Mirko Vešović", Podgorica
Violeta Đukanović	JU Srednja ekonomska škola "Mirko Vešović", Podgorica
Snežana Šupić	JU Prva srednja stručna škola, Nikšić
Jelena Šćepanović	JU Srednja stručna škola, Nikšić
Andrijana Bogetić	JU Srednja stručna škola, Nikšić
Bratislav Radunović	JU Srednja građevinsko-geodetska škola »Ing. Marko Radević« Podgorica
Duško Popović	JU Srednja stručna škola "Ivan Uskoković", Podgorica
Vladan Mašanović	Naučno tehnološki park Crne Gore
Lejla Muratagić	IPER & CEED Consulting
Ksenija Milić	Dostignuća mladih Srbija
Maria Evgeniou	CSI Centar za društvenu inovaciju

List of regional experts participants of Podgorica conference

We are grateful to all the experts who, by participating in the conference and with their comments, contributed to the change and improvement of the process of integrating the EntreComp framework into teaching and learning and the improvement of the expected outcomes of this process. We look forward to continuation of cooperation.

Expert's name	Institution
Miloš Lekić	Bureau for Education Services
Lida Vukmanović Tabaš	Bureau for Education Services
Jelena Vlahović	JU Secondary School of Economics and Hospitality, Bar
Tatjana Vukčević Janjušević	JU Secondary School of Economics and Hospitality
Sonja Čalić	JU Secondary School of Economics and Hospitality
Marko Marojević	JU Secondary School of Economics and Hospitality, Nikšić
Adisa Malagić	Gymnasium "Tanasije Pejatović" Pljevlja
Slobodanka Žižić	Gymnasium "Stojan Cerović" Nikšić
Tatjana Šaletić	Gymnasium "Petar I Petrović Njegoš" Danilovgrad
Nadežda Vujašković	Gymnasium "Petar I Petrović Njegoš" Danilovgrad
Marija Čučković Vujinović	JU Secondary mixed school »Mladost«, Tivat
Božana Vujadinović	JU Secondary School of Economics "Mirko Vešović",
Ivana Radulović	JU Secondary School of Economics "Mirko Vešović", Podgorica
Adrijana Mugoša	JU Secondary School of Economics "Mirko Vešović", Podgorica
Violeta Đukanović	JU Secondary School of Economics "Mirko Vešović", Podgorica
Snežana Šupić	JU First secondary vocational school, Nikšić
Jelena Šćepanović	JU Secondary Vocational School, Nikšić
Andrijana Bogetić	JU Secondary Vocational School, Nikšić
Bratislav Radunović	JU Secondary construction and surveying school "Ing Marko Radević", Podgorica
Duško Popović	JU Secondary Vocational School "Ivan Uskoković", Podgorica
Vladan Mašanović	Naučno tehnološki park Crne Gore
Lejla Muratagić	IPER & CEED Consulting
Ksenija Milić	Dostignuća mladih Srbija
Maria Evgeniou	CSI Centar za društvenu inovaciju

Bibliografija/Bibliography

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581. Available at: <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

Council Recommendation of 22 May 2018 on key competences for lifelong learning, OJ 2018/C 189/01. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG

Zoran, L., Nevena, Č., Danijela, Đ., (2015) *Naša škola - Metodološko uputstvo za realizaciju međupredmetne oblasti preduzetničko učenje*. Zavod za školstvo, Podgorica. Available at: <https://www.gov.me/dokumenta/e40d7f19-6940-46d2-931e-7235505d6900>

Dragutin, Š., Nevena, Č., Zoran, L., Marija B., (2013). *Uputstvo za implementaciju preduzetničkog učenja kroz obavezne predmetne programe u osnovnoj školi*, Zavod za školstvo, Podgorica. Available at: <https://www.gov.me/dokumenta/a4547831-9f7e-426a-8589-681fb7b6d6b3>

Predmetni program PREDUZETNIŠTVO za I ili II razred opšte gimnazije, Zavod za školstvo, Podgorica (2014). Available at: <https://www.gov.me/dokumenta/b764bd82-22b5-4c06-96c1-7985b1a2d94e>

Metodološko uputstvo za realizaciju međupredmetne oblasti preduzetničko učenje, Zavod za školstvo, Podgorica (2015). Available at: <https://www.gov.me/dokumenta/e40d7f19-6940-46d2-931e-7235505d6900>

Ključne kompetencije - Vodič za nastavnike osnovnih i srednjih škola sa smjernicama za formativno ocjenjivanje. Available at: <https://www.ikces.me/kljucne-kompetencije-vodic-za-ucitelje-osnovnih-i-srednjih-skola-sa-smjernicama-za-formativno-ocjenjivanje>

"YouthWiki." *Bosnia and Herzegovina* / *YouthWiki*, Retrieved May 17, 2023, from <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/bosnia-and-herzegovina/bosnia-and-herzegovina>

Jasarevic, J. (2021). CONTRIBUTION OF ERASMUS+ PARTNER COUNTRIES TO EU YOUTH WIKI: CHAPTER I BOSNIA AND HERZEGOVINA: YOUTH POLICY GOVERNANCE. In *Youth Wiki* European Union. Retrieved May 17, 2023, from <https://pjp-eu.coe.int/documents/42128013/114007071/Youth+Wiki+Bosnia+and+Herzegovina.pdf/f47b247f-f05d-417c-93ea-adbe7a9d610f?t=1641895825000>

Petkova, E. (2017). TORINO PROCESS 2016–17: SOUTH EASTERN EUROPE AND TURKEY. In *www.torinoprocess.eu* (ISBN 978-92-9157-681-4). European Training Foundation. Retrieved May 19, 2023, from <https://files.torinoprocess.eu/TRP-2016–17-SEET.pdf>

VETpreneur

